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AUTHOR Verbeke, Maurice G.; Verbeke, Karen A.
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ABSTRACT

Presented are 400 abstracts of publications (books, journal articles, monographs, theses) concerned with the education of gifted children. Abstracts are in alphabetical order by author and were published from 1965 through 1971. (DB)

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THE
EDUCATION OF
THE GIFTED CHILD,
1965-1971
AN
ANNOTATED BIBLIOGRAPHY

By
Maurice G. Verbeke
and
Karen A. Verbeke

U.S. DEPARTMENT OF HEALTH,
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Educational Administration Department

Glassboro State College

Glassboro, New Jersey 08028

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THE EDUCATION OF THE GIFTED CHILD, 1965-1971
AN ANNOTATED BIBLIOGRAPHY

Acknowledgement:

In light of the recent discussion on the inadequacy of the instruction of the gifted child, the authors feel that a publication of an annotated bibliography of the education of the gifted child might be useful to teachers, parents, and administrators.

The authors wish to thank the men and women who authored the some 400 publications utilized in this bibliography.

Special thanks is given to John C. Gowan for the use of some of his written material.

Maurice G. Verbeke, Ed.D.
Professor and Chairman,
Educational Administration Department
Glassboro State College
Glassboro, New Jersey 08028

and

Karen A. Verbeke, M.Ed.
Learning Disability Specialist
Howard County Public Schools
Howard County, Maryland

Ackerman, Paul R., and Frederick J. Weintraub. "Summary Analysis of State Laws for Gifted Children," Exceptional Children, 35:569-576, March, 1969.

This research analysis conducted in 1967 found that, at that time, 17 states had within their educational code a term which could be implied to be "gifted"; only 10 of these states provided any legal guidelines or definitions for determining the type of child to be served; the need for research was expressed by 5 states; 3 states prescribed how the gifted were to be identified; and financial assistance programs were available in 15 states.

Adams, Henry L., and Don F. Blood. "Creative Potential in Honors Students," The Superior Student, 7:41-43, March-April, 1965.

This article described how to use interests, attitudes, and personality as predictors of creativity and to statistically show that honors students are more creative than their peers.

Adler, Manfred. "Reported Incidence of Giftedness Among Ethnic Groups," Exceptional Children, 34:101-105, October, 1967.

The purpose of this study was to review some of the major studies of giftedness, as well as studies of the intelligence of ethnic groups, to ascertain if certain groups appear more frequently than others, and, if so, which ones are reported and how consistently they receive mention.

Allen, Arthur T. "Leadership for the Gifted in Catholic Elementary Schools," Catholic Educational Review, 65:195-204, March, 1967.

This article described a summer practicum with several Catholic colleges participating and how they sponsor programs for the education of the gifted.

Anastasiow, Nicholas J. "Sex Differences in Self-Concept Scores of High and Low Ability Elementary Students," The Gifted Child Quarterly, 11:112-116, Summer, 1967.

In a study of very bright and less capable elementary students, lower scores were found for Mental Abilities and School Subjects for less able boys and for lower self-evaluation in the areas of School Subjects, Mental Abilities, Work Habits, Happy Qualities, Physical Appearance, Social Relations Teacher, and Social Virtues for less able girls. Also, less able girls rated themselves significantly lower than less able boys in the areas of Mental Ability, Physical Ability, Physical Appearance, and Happy Qualities.

Anderson, H. H. (Ed.). Creativity in Childhood and Adolescence. (Proceedings of the American Orthopsychiatric Association). Palo Alto: Science and Behavior Books, Inc., 1966.

This booklet reported the proceedings of a workshop on creativity. It contains a short foreward by Carl Rogers and four main papers: "A Psychometric Approach to Creativity," J. P. Guilford; "Creativity in Gifted Students and Scientists," Benson Snyder and Lora Tessman; "Creative Possibilities for a Consideration of Creativity," Fred Hacker; and "On the Meaning of Creativity," H. H. Anderson.

Anderson, H. Janet. "Effects of Acceleration Upon Selected Second Graders," Gifted Children Newsletter, 12:47-52, November, 1969.

The purpose of this study was to evaluate the present status of a group of selected pupils who had been accelerated from the second to the fourth grade at the conclusion of the summer of 1963.

The following conclusions were drawn, as a result of the study:

- 1) The 12 accelerants were academically successful in all subject areas, were rated by their teachers as good citizens, and attended school regularly with few absences.
- 2) The aptitude and achievement tests showed these accelerants to be well above the norms for their present grade level.
- 3) Their teachers evaluated the accelerated students to be socially and emotionally adjusted since their acceleration, and recommended that they continue with their present status as accelerated pupils.
- 4) Apparently, the accelerants exhibited manifestations of well-rounded personalities; they led full, happy, and worthwhile lives in, as well as out, of school.
- 5) In conclusion, the major hypothesis formulated in preparation for the study was substantiated, namely that:
 - a) these accelerants have continued to behave in a gifted manner since their acceleration in 1963, and b) they failed to show any handicaps since their acceleration four and one half years previously.

Anderson, James R. "An Honors Student Assesses Graduate Education,"
The Superior Student, 7:14-18, May-June, 1965.

A personal essay written by an honors student; it reflects his personal experience as a graduate student. He mentioned his personal dissatisfaction with graduate work in that it was less-engaging, less rewarding, and less meaningful than his previous education.

Angoff, William H. "The College Board SAT and the Superior Student,"
The Superior Student, 7:10-15, March-April, 1965.

This article described the SAT as contributing substantially to the selection of a group of academically superior students. It also said that it has been shown in follow-up studies to be more than adequate for identifying students of superior talent.

Anzelone, Patricia. "Organizing Your Day Around Individuals,"
Instructor, 77:64, June-July, 1968.

This article gives ideas on how to plan a summer school program geared to the ideal individual needs of gifted children. It includes interest center ideas (research, mathematics discovery, science inquiry, creative language, fine arts), day by day planning, one-to-one relationships, and planning the schedule.

Aschner, Mary Jane, and Charles E. Bish. (eds.). Productive Thinking in Education. Washington, D. C.: National Education Association, 1965.

This book contains papers given at a 1963 Washington conference on productive thinking. The individual papers were given by nationally known authorities in this complicated and intriguing area, such as Taylor, Guilford, Williams, etc.

Axtell, Joan. "Discontinuities in the Perception of Curiosity in Gifted Preadolescents," The Gifted Child Quarterly, 10:78-82, Summer, 1966.

This study was to discover how gifted elementary school children perceive the development of their own curiosity. The results support the research that there is a significant drop in curiosity at the fourth grade level and the children recognized this drop.

Axtell, Joan, and Robert M. Joesting. "MENSA - Organization for the Gifted," Gifted Children Newsletter, 9:9-11, March, 1967.

This article described MENSA, a program for gifted people over the age of 14. The article gives a brief history of the organization, qualifications for membership, organization and policy, research, publications, and meetings.

Bachtold, Louise M. "Personality Differences Among High Ability Underachievers," The Journal of Educational Research, 63:16-18, September, 1969.

Personality characteristics of underachievers and achievers of fifth grade students were studied with the Children's Personality Questionnaire. Underachievers were grouped on the basis of 1) low grades, 2) low achievement test scores, and 3) both low grades and low achievement test scores. Credulity, self-confidence, and self-control were components in successful female achievement; emotional stability, seriousness, and sensitivity were components in successful male achievement. Underachievers differed in

personality factors according to type of underachievement. Underachieving female groups differed in credulity, self-control, self-confidence, and excitability. Underachieving males differed in emotional stability, cheerfulness, and sensitivity. Remediation should consider variation in need as related to sex and type of underachievement.

Bachtold, Louise M., and Emmy E. Werner. "An Evaluation of Teaching Creative Skills to Gifted Students in Grades 5 and 6," The Journal of Educational Research, 63:253-256, February, 1970.

To assess practice effects of verbal tasks which elicit divergent and evaluative thinking, students in the high IQ range were given written assignments in creative thinking every week for a period of 8 months. The difference between pre- and post-test means in fluency and flexibility on three Minnesota Tests of Creativity was compared for the total group and separately by sex. Boys scored higher in fluency and flexibility on tasks requiring divergent thinking, and girls scored higher in fluency and flexibility on the task requiring evaluative thinking. Little change was noted in flexibility scores on tasks requiring divergent thinking and fluency of these responses to these tasks dropped slightly. A significant increase in both flexibility and fluency scores was found on the task requiring evaluative thinking.

Baker, Henry G. "Management of the Gifted Child Family," The Gifted Child Quarterly, 10:101-104, Summer, 1966.

This article relates the author's own personal family experiences as to raising gifted children. He advises parents to exploit their children's talents, but taking care and control to insure that they are providing self-actualization for the child and not ego-building and pride-building for the parent.

Balow, B., and J. Curtin. "Ability Grouping of Bright Pupils," Elementary School Journal, 66:321-326, March, 1966.

A flowback study of third graders in the University of Minnesota Elementary School produced 75 heterogeneously grouped students paired against three sets of 25 homogeneously grouped students at the a) 100-122, b) 123-141, and c) 142-181 IQ ranges as measured on the Stanford-Binet. Iowa Every Pupil Tests yielded achievement scores whose means and raw scores' variances were then compared. The principal question to be answered was whether grouping bright pupils by narrow intelligent quotient bands would significantly reduce the range of achievement over that of the heterogeneously grouped. There was significant difference in favor of the grouped student in 9 out of 10 means. The authors concluded that grouping did not produce homogeneity in achievement.

Barbe, Walter B. "The Influence of Examiner-Child Interaction of the Measurement of Giftedness," The Gifted Child Quarterly, 9:145-148, Autumn, 1965.

This paper examined one crucial variable in the measurement of mental giftedness. The conclusions based on a summary of studies

implies that: a) scores on intelligence tests can be influenced, perhaps even more through the examiner's reaction to the subject than vice versa, b) the influence of the examiner on the subject, in their personal relationship, is greater with younger children, c) ego involvement, success experience, warm social relationships, and conversely, cues furnished by the test directions are all important factors in the final scores, d) higher intellectual level children may be more susceptible to influences from the examiner or to the examiner, and e) some types of tests are more easily influenced by the relationships between the examiner and the child than are others.

Barbe, Walter B. "Objectives in Reading and Language Arts Instruction for the Gifted," Gifted Children Newsletter, 9:21-26, March, 1967.

This article deals with the importance of examining and evaluating objectives for reading and language arts instruction for the gifted. It includes the dilemmas of instruction for the gifted, what we know about reading instruction for the gifted, objectives of reading instruction, and sources of materials.

Barbe, Walter B. (ed.). Psychology and Education of the Gifted: Selected Readings. New York: Appleton-Century-Crofts, 1965.

Selection of readings on the psychology and education of the gifted; it includes philosophical presentations, discussions of particular points of view, reviews of literature on specific topics, and significant research reports.

Barbe, Walter B., and William Johnson. "An Examination of the Methods by Which Gifted Children are Taught to Read," Gifted Children Newsletter, 13:30-31, Spring, 1971.

Essay dealing with the premise that there is not one best method for the teaching of reading to gifted children. Stresses the point that gifted children should be encouraged as early as possible to become engaged in those language activities related to reading. Talking, listening, looking, and experiencing are all first steps. Being read to is probably the most important single preschool activity.

Barron, Frank. Creative Person and Creative Process. New York: Holt, Rinehart, & Winston, 1969.

Book of essays focused on the process and personality development of creativity. Some of the essays include such topics as controlled experiences for assessing creativity, increasing creativity through special education programs, and the value of LSD for creative production.

Bednar, Richard L., and Clyde A. Parker. "The Creative Development and Growth of Exceptional College Students," Journal of Educational Research, 59:133-136, November, 1965.

A cross-sectional study of 38 freshmen, 31 sophomores, and 20 juniors enrolled in the Honors Program at Brigham Young University and their non-Honors pairs, matched on American College Test Scores (95th percentile or better), year in college, sex, college, each administered three Guilford tests yielding four independent

factors of creativity: redefinition, adaptive flexibility, spontaneous flexibility, and ideational fluency. The conclusion was: 1) creativity, as measured by these Guilford tests, bears no significant relation to enrollment in the Honors Program at Brigham Young University, 2) the creative growth curve of exceptionally intelligent students at Brigham Young shows no significant change during the first three years of college, with actually a slight decrement.

Beggs, Bernice B. "Don't Disturb the Creative Appetite," School and Community, 52:14, April, 1966.

Article dealing with the need to discover and nurture creativity in youth as early as possible in school. It also dealt with the question of how to educate the creative child for the future.

Bentley, J. C. "Creativity and Academic Achievement," Journal of Educational Research, 59:269-273, February, 1966.

Guilford, Torrance, and Miller Analogies Tests were administered to 75 graduate students in Education. Torrance creativity correlated .53 with Guilford Divergent Thinking and .38 with valuation; it also correlated .34 with GPA. Miller Analogies correlated .47 with Cognitive Operations, .41 with Memory, .37 with Divergent Thinking, and .36 with GPA.

Benton, J. E. "A Study of Relationships of Openness and Drive to Creativity." Unpublished Doctoral thesis, Arizona State University, 1967.

This study found that openness (the opposite of authoritarianism) is a part of creativity and can be used to predict it. It also found that drive is not related to openness. The relationship between openness and the instructor's judgment of creativity was found to be non-significant.

Berk, Ron. "The Perception of Divergency in Highly Gifted and Heterogeneous Preadolescents," The Gifted Child Quarterly, 10:58-61, Summer, 1966.

Study that tests the hypothesis that gifted children will support divergency more than their peers of average intelligence. The hypothesis was tested by means of analysis and comparison of imaginative stories written by fifth and sixth grade students. It was found that gifted children will perceive less pressure to conform and will tend to evaluate divergency in a more neutral or positive manner than the heterogeneous group.

Berkowitz, Harry. "An Alternative Position in Preparing Talented Tots: Some Problems and Implications," The Gifted Child Quarterly, 11:241-250, Winter, 1967.

An examination of Birmingham's (Michigan) Multi-Media Centers for Young People which attempts to bring about an alternative position in the preparation of talented elementary school children.

Bish, Charles E. "Brief Overview of the Activities of the NEA Project," The Gifted Child Quarterly, 13:116-118, Summer, 1969.

Article summarizing the ten-year NEA project for the Academically Talented Student.

Bishop, William E. "Successful Teachers of the Gifted," Exceptional Children, 34:317-325, January, 1968.

The purpose of this study was to analyze selected characteristics of high school teachers who were identified as successful by intellectually gifted high-achieving students, and to discover what differentiated these teachers from teachers not so identified. The gifted identified the "best" teachers as those who had higher IQ's, higher levels of cultural interest and involvement, desire for intellectual growth, student-centered permissive educational viewpoint, enthusiastic, a concern for their pupils, and mature experienced teachers.

Bonsall, Marcella R. "Broadening the Concept of Giftedness," The Gifted Child Quarterly, 9:20-23, Spring, 1965.

Study designed to examine the project entitled "The Structure-of-Intellect Components (Guilford and Merrifield) in the Stanford-Binet Form L-M and the WISC." The purpose of the project was:

- 1) To find an economical and efficient means to extend the meaning of a unitary score obtained on individual mental maturity scales within the theoretical framework of the Structure-of-Intellect.
- 2) To expose specific intellectual factors that are measurable indications of what is called intelligence.
- 3) To provide a rationale which could assist the teacher in the educative act.

The article also gives multiple possible uses in classroom situations for gifted children.

Bonsall, Marcella R. "Developing Creativity in Gifted Children,"
The Gifted Child Quarterly, 12:223-226, Winter, 1968.

Article dealing with developing creativity in children from the standpoint of the classroom teacher. It gives excellent suggestions for the teacher by providing a chart listing abilities of gifted children, use of abilities in classroom activities, situational opportunities, teacher strategies, and creative potential.

Borg, W. R. Ability Grouping in the Public Schools. Madison, Wisconsin: Dembar Publications, 1966.

An account of a Utah field study done between 1958-1962 on somewhat over 1,000 children at the junior high level; it discusses achievement, attitude, self-concept, personality, and other variables. Achievement differences were not large over the four years, but appeared to favor the grouping of superior elementary children.

Bowers, Patricia. "Effect of Hypnosis and Suggestions of Reduced Defensiveness on Creativity." Unpublished Doctoral thesis, University of Illinois, 1965.

Thesis stated that hypnosis can increase test originality, but does not increase fluency or flexibility.

Boyd, David Ellsworth. "The Mad Scientist," School Activities, 40:16-17, November, 1968.

Personal account from a teacher of a student who was thought to be a "problem child," but was found to be an extremely bright child.

Boyle, James J., and others. Extra-Work Classes: Gifted Program.
Wilkes-Barre, Pennsylvania: Wilkes-Barre City School District,
1965.

A report on the gifted program in Wilkes-Barre, Pennsylvania,
that gives:

- 1) Some further agreement among the teachers and administrators as to the objectives of the program.
- 2) A "working paper" which the teachers, through in-service training, can expand and refine the program as they see it.
- 3) An interpretation document which can be furnished to those interested in the program.

Braga, Joseph L. "Analysis and Evaluation of Early Admission to School for Mentally Advanced Children," The Journal of Educational Research, 63:103-106, November, 1969.

Purpose of the study was to determine the effect of early admission on 63 children in the first, third, fifth, and seventh grades in relation to their peers in terms of academic and non-academic achievement, social and emotional development. Information was gathered from 1) permanent student records, 2) parent and teacher questionnaires, and 3) a specially devised teacher-rating instrument. The results showed that, in general, there were no significant differences between the early-admit children and their non-early-admit peers. Parent and teacher questionnaires showed that, in general, teachers were opposed to early admission and that the parents of early-admit pupils were in favor of early admission, while parents of non-early-admits were not.

Branch, Margaret, and Aubrey Cash. Gifted Children: Recognizing and Developing Exceptional Ability. Aberdeen, Great Britain: The Central Press, 1966.

British book dealing with famous European educationalists' impressions on the subject of giftedness; it describes experiments in the education of the gifted and their relevance in the development of these children.

Bricklin, Barry, and Patricia M. Bricklin. Bright Child-Poor Grades: The Psychology of Underachievement. New York: Delacorte Press, 1967.

Book dealing with the gifted child who is underachieving in school; deals with emotional conflicts underlying this underachievement and suggests ways of bringing about positive change. It is divided into two areas: psychological causes of underachievement, and recommendations for action.

Broderick, Mary. "Creativity in Children: Some Case Studies," The National Elementary Principal, 46:18-24, November, 1966.

Four case studies that explore important dimensions of individual differences among creative students and offer implications for the education of other creative youth.

Brown, Janet L. "Precursors of Intelligence and Creativity: A Longitudinal Study of One Child's Development," Merrill-Palmer Quarterly, 16:117-137, January, 1970.

Paper dealing with certain aspects of a superior intelligent and unusually artistic child from birth to eight years of age. It describes ways which these abilities were manifested during that period.

Bruch, Catherine B. "Cognitive Characteristics of Effectively Creative Teachers." Unpublished Doctoral thesis, The University of California, Los Angeles, 1967.

Teachers' Divergent Thinking was found correlated with their tolerance of ambiguity, and with their flexibility as measured by the Guilford Alternate Uses Test. Effectively creative teachers also displayed less evaluative thinking. The teachers' Alternate Uses scores also correlated with children's divergent thinking. This study of 22 teachers in the Los Angeles area indicates that the relationship between teacher flexibility and student creativity is a complex one.

Bruch, Catherine B. "Increasing Children's Creativity Through a Combination of Teacher Training Approaches," The Gifted Child Quarterly, 9:24-29, Spring, 1965.

Description of a four-week summer institute for teachers with the purpose of releasing a child's creativity. It included an outline of the program, facilities, effects of teacher training on creativity, strategies, climates, and evaluation.

Bruch, Catherine B. "Persistence of Changes of Attitudes Toward Gifted Children," The Gifted Child Quarterly, 11:172-177, Autumn, 1967.

Study designed to measure immediate changes in attitudes toward gifted and an analysis of such changes. The analysis showed that after a workshop, a positive effect of attitudes toward gifted children was found to persist after a five-month period. Teachers who attended the workshop were found to possess consistently different attitudes in certain areas of concern for gifted programs.

Bruch, Catherine B. "Problems and Intuitions in the Education of Gifted Students," The Gifted Child Quarterly, 13:92-97, Summer, 1969.

Central thesis of this article was that there are problems in the effective education of gifted students, and that these difficulties have been seldom recognized and even less frequently ameliorated or prevented.

Bruch, Catherine B. "A Proposed Rationale for the Identification and Development of the Gifted Disadvantaged," Gifted Children Newsletter, 12:40-49, March, 1970.

Article attempting to formulate a partial response to some of the questions raised by E. Paul Terrance regarding the identification of giftedness among disadvantaged groups. Special suggestions for the identification of these children are:

- 1) The primary identification criterion should be that a child exhibit outstanding powers in one or more abilities valued by his culture; the degree to which he manifests those abilities should be related to both national and local norms.
- 2) The secondary criterion would be that applicable to the usual identification tests: he should measure on national norms on both ability and achievement approximately at "bright average" levels or better.
- 3) A special consideration should be given to those children with demonstrated creativity.
- 4) Children who would show social leadership potentials should also be given special considerations as having a quality strengthening their identification as gifted.

Bruch, Catherine B. "What Kind of Teacher Helps Gifted Children Remain Creative," Gifted Children Newsletter, 11:17-21, November, 1968.

Study attempting to answer the question - are we neglecting creativity in our gifted minorities? Data presented in the study was concerned with the differences in creativity in talented and gifted children. The results found that gifted and talented differed according to patterns of achievement in creative fluency. The findings suggested that teachers may have over-emphasized a value for traditional academic achievement without also valuing creative fluency in these sixth grade gifted achievers and in the striving, talented overachievers.

Bryan, J. Ned, and James C. Chalfant. "The Elementary and Secondary Education Act of 1965: Potential for Serving the Gifted," Exceptional Children, 32:147-155, November, 1965.

Inherent in each of the five titles of the Elementary and Secondary Education Act of 1965 were implications for developing quality educational programs for gifted children. The Act provided financial assistance for a) the education of children of low income families, b) school library resources and other materials, c) supplementary educational centers and services, d) educational research and training, and e) strengthening state departments of education. Suggestions for implementation of each title were offered.

Buccellato, Leonard A., and Catherine B. Bruch. "The Current Status of Acceleration for the Gifted," Gifted Children Newsletter, 12:28-39, March, 1970.

Paper examining the current status of concerns about acceleration for gifted children. It examines the following "methods" of acceleration:

- 1) Early admission to kindergarten and primary grades.
- 2) Early entrance to high school.
- 3) Early entrance to college.
- 4) Concentrating instruction in shorter time periods. The majority of the research reported has generally been of a positive nature, indicating that gifted accelerants enjoy both academic and social successes.

Callaway, Webster R. "A Holistic Conception of Creativity and Its Relationship to Intelligence," The Gifted Child Quarterly, 13:237-241, Winter, 1969.

Paper reporting the results of a study concerning the relationship between personality characteristics closely associated with creativity and intelligence as measured by verbal IQ. Found that the six personality characteristics of creativity (originality, social maturity, complexity, estheticism, theoretical orientation, thinking introversion) all correlated positively with verbal IQ as tested by the California Test of Mental Maturity. Creativity was tested by the Omnibus Personality Inventory.

Campbell, Richard D. "Special Workshop for the Gifted," Today's Education, 58:32-33, December, 1969.

Description of a program for 120 gifted upper-elementary children in Greenwich, Connecticut.

Carley, Isabel. "Reflection on the Care and Nurture of Gifted Children in a Musical Family," The Gifted Child Quarterly, 12:175-178, Autumn, 1968.

A mother's account of her gifted son and his experiences in their musically-oriented family situation.

Casey, John. "Creativity and the Solving of Social Problems," Journal of Educational Research, 58:154-159, December, 1965.

No significant differences were found between more and less creative high school students in the solutions of social problems. The tab item process of Glaser and Schwartz was used with 49 high school seniors identified as creative using Getzels and Jackson materials vs. controls, and the creative were no more efficient in their problem solving than controls. The problems were mainly convergent thinking processes and did not require enough display of divergent thinking.

Casey, John. "Utilization of a Supplementary Auto-Instructional Program to Aid College Students Learn Research Related to Gifted Children," The Gifted Child Quarterly, 12:91-93, Summer, 1968.

Study dealing with the question: Does the use of a supplementary auto-instructional program in conjunction with summarized research related to gifted children promote learning of research in the area of the gifted? Found that it was a successful means of imparting the information.

Castiglione, L. V. "Relation of Intelligence to Selected Measures of Creativity." Unpublished Doctoral thesis, New York University, 1965.

Used Remote Associations Test (RAT) for creativity measure and Otis for intelligence measure. The correlation between them was low but significant. The correlation between associational fluency and intelligence was negative. RAT scores increased with IQ.

Chopra, Sukhendra Lal. "A Comparative Study of Achieving and Under-achieving Students of High Intellectual Ability," Exceptional Children, 33:631-634, May, 1967.

Comparison of 76 matched pairs of achieving and underachieving students of high intellectual ability showed that the fathers of the achievers had comparatively higher levels of education, higher occupational status, higher family incomes, better lodgings, smaller families, and a more stimulating cultural atmosphere in their homes. A larger proportion of the achievers expected to continue their studies, had some plans for a future occupation, and had higher occupational expectations.

Circirelli, V. G. "Form of the Relationship Between Creativity, IQ, and Academic Achievement," Journal of Educational Psychology, 56:303-308, December, 1965.

This study involved 609 sixth grade pupils, using a factorial design with eight IQ levels (based on the California Tests of Mental Maturity) and three creative levels (based on the Minnesota Tests). Achievement measures were tests, not marks. The results showed that the relationship between creativity and achievement was weaker than previous studies suggested and varied with the measures used.

Clark, Charles M., Donald J. Veldman, and Joseph S. Thorpe. "Convergent and Divergent Thinking Ability of Talented Adolescents," Journal of Educational Psychology, 56:157-163, June, 1965.

The California Test of Mental Maturity score and the composite score of Guilford's Consequences, Common Situations, and Seeing Problems instruments were obtained for a group of 87 male and

105 female students, ages 11-15, grades 6-9, enrolled in a summer program for talented students in Austin, Texas. Taking the former score as a measure of convergent thinking (CT) and the latter as a measure of divergent thinking (DT), the authors found a near-zero correlation between CT and DT, indicating that these two are apparently separate measures of cognitive activity. DT was significantly associated with word fluency and reading scores, but not CT. The Holtzman Inkblot Technique protocols given to all subjects indicated for the high DT's ideational processes, mature and adequately controlled but not conventional, with fantasy productions free and active but not conventional; in addition, they were more responsive to the inkblot stimuli but freer to go beyond the stimuli, giving a freer range to imaginative production.

Clark, Donald H. (ed.). The Psychology of Education: Current Issues and Research. New York: Hunter College, The City University of New York, The Macmillan Publishing Company, 1967.

Book of readings with a section devoted to creativity; contains articles by Allport, Cropley, Torrance, and Hansen.

Claypool, Arianna Mary. "A Study of the Relationships Between Children's Goals, Interest, and Feelings Inherent in Their Attitudes and the Lack of Scholastic Achievement." Unpublished Doctoral thesis, University of Maryland, 1965.

No significant difference between high ability underachievers and a matched group of high ability achievers in the fifth grade was found in relation to the variables: goals, interests, and

feelings inherent in their attitudes. Sex differences, however, were statistically significant. Underachieving girls were similar to achieving boys in their choice of goals. Achieving girls and underachieving boys seemed to be similar in their selection of goals.

Cohen, J. W. The Superior Student in American Higher Education. New York: McGraw-Hill Book Company, 1966.

Volume containing eleven articles by Cohen and others; deals with the honor student in American colleges and universities. It discusses such issues as: the purpose of an honors program, characteristics of a good honors teacher, what the honors program is achieving, and its suitability to all subjects.

Concannon, Sister Josephine. "Assessing Human Potential," The Gifted Child Quarterly, 10:17-22, Spring, 1966.

Article stressing the fact that the gifted child poses one of our greatest present day problems beginning in the home and ultimately becoming a concern of the school. It also discusses some objectives for educating the gifted and the need for teachers to be responsible in planning programs for the gifted.

Cooper, Paul. "The Creative Experience in Music," The Gifted Child Quarterly, 13:159-162, Autumn, 1969.

Article dealing with understanding the composer and the creative experiences in music.

Cornish, Robert L. "Parents', Teachers', and Pupils' Perception of the Gifted Child's Ability," The Gifted Child Quarterly, 12:14-17, Spring, 1968.

A study which attempted to find out how teachers, pupils, and parents perceive the ability of a gifted child in the elementary school. Found that teachers in the elementary school can identify gifted youngsters better than parents or pupils, pupils and parents seem about equal in their ability to judge a gifted pupil's academic ability, and a single group achievement or group intelligence test is not always a reliable indicator of a child's ability, but still the best single indicator.

Cornish, Robert L. "You Can Challenge the Gifted Child," Grade Teacher, 85:141-144, November, 1967.

Practical suggestion for challenging the gifted child to the limit of his abilities: through independent work, creativity, questioning attitude, and the critical thinking.

Cuzzort, R. P. "The Superior Student in Graduate School: A Resume of the Experience of 101 Honors Students," The Superior Student, 7:3-13, May-June, 1965.

This article presented information obtained from 101 former honors students in their second year of graduate school. The author was interested in finding out whether or not honors students found graduate work different in character than undergraduate work and how satisfying it was. The results showed that there was much dissatisfaction of honors students with their graduate programs.

Damm, Vernon J. "Creativity and Intelligence: Research Implications for Equal Emphasis in High School," Exceptional Children, 36:565-569, April, 1970.

The possible relationships among creativity, intelligence, and self-actualization were examined in 208 high school students to determine whether or not consistent self-actualization scores existed for subjects high in the first two variables. Students high in both creativity and intelligence had significantly higher scores in self-actualization than those obtained by students high in either creativity or intelligence. No significant difference in self-actualization was found between students high on creativity and those high in intelligence only. The results were interpreted as indicating that educational systems should stress both creative and intellectual abilities to achieve the highest level of psychological well-being in students.

Damrin, Dora E. "Selection of Honors Students at the University of Illinois," The Superior Student, 7:23-28, March-April, 1965.

This article discusses the selection procedures used for each group eligible for the honors programs at the University of Illinois. The groups are: 1) entering freshmen, 2) resident freshmen, and 3) transfer students. The author also discusses the validity and research of the selection procedures used, supported by statistical data.

Dauw, Dean. "Life Experiences of Original Thinkers and Good Elaborators," Exceptional Children, 32:433-440, March, 1966.

319 highly creative adolescents were divided into 12 criterion groups of originality-type thinkers and good elaborators on the

basis of two scales, originality and elaboration, of Torrance's (1962) Minnesota Tests of Creative Thinking. Criterion groups then completed a life experience inventory to isolate the biographical data associated with the development of these thinking abilities. Original thinkers were differentiated from good elaborators and from those highest in both abilities. Previous research successfully identifying creative persons through biographical data was supported.

Davids, Anthony. "Psychological Characteristics of High School Male and Female Potential Scientists in Comparison with Academic Under-achievers," Psychology in the Schools, 3:79-87, 1966.

High achieving boys and girls tend to have psychological characteristics that differentiate them from low achievers. They have a higher need for achievement, dominance, endurance, and order and intraception. In addition, they score higher on measures of self-assurance, socialization, maturity, achievement, potential, and intellectual efficiency. Academic underachievers showed a greater need for heterosexual activity and succorance.

Davids, Anthony, and Peter K. Hainsworth. "Maternal Attitudes About Family Life and Child-Rearing as Avowed by Mothers and Perceived by Their Underachieving and High-Achieving Sons," Journal of Consulting Psychology, 31:29-37, 1966.

PARI (Parental Attitude Research Instrument) was administered to high and underachieving teenaged boys and also to their mothers; results showed that two groups of boys did not differ in their perceptions of maternal hostility, but the underachievers perceived

their mothers as significantly higher on maternal control. There were no significant differences between maternal attitudes avowed by the two groups of mothers, although a suggestive trend of more control was displayed by mothers of high achievers. Much greater difference between mothers' avowal and sons' perception was found in underachieving group, especially in the area of maternal control. There was no significant association between attitudes ascribed to their mothers and actual attitudes avowed by mothers of the underachievers.

Davis, Gary A., and Joseph A. Scott. Training Creative Thinking. New York: Holt, Rinehart, & Winston, Inc., 1971.

This book examines various strategies for increasing creative productivity, particularly in industry and in the schools. It contains the writings of many authors including Torrance, Tom Comella, Frank Barron, and Donald W. MacKinnon. It analyzes such critical variables as the physical and psychological atmosphere which encourages or stifles imagination, intellectual and nonintellectual characteristics of creative individuals.

Davis, O. L., Jr., and Kaoru Yamamoto. "Creative Thinking and Achievement Test Item Responses of Elementary School Pupils: A Preliminary Investigation," Peabody Journal of Education, 42:349-355, May, 1965.

Fifty fourth and fifth graders were given the Minnesota Creative Thinking Tests, their total creativity scores cut at the median into high and low groups, and then compared with scores

on the Iowa Test of Basic Skills. Item analysis of the Iowa Tests revealed that 24 of 425 items at fourth grade discriminated between high and low creatives (two negatively) and 33 of 462 at the fifth grade (four negatively). These results seemed to strengthen the argument for better achievement tests, representative not only of traditional intelligence aspects, but also of creative aspects.

Demarais, Roland W. "An Inspiring Program of Occupational Guidance for Culturally Deprived (Chiefly) Chinese Gifted Children," The Gifted Child Quarterly, 9:128-132, Autumn, 1965.

Description of a program designed to broaden the interests and perspectives of culturally deprived Chinese gifted children. Evaluation of the program suggests that the gifted students overcame their language and social handicaps by putting speech and writing skills into meaningful action.

Demarais, Roland W. "Planning Occupational Experiences for the Culturally Disadvantaged Gifted," The Gifted Child Quarterly, 11:79-85, Summer, 1967.

Article discussing the planning and the procedures which were used to implement "Occupational Profiles," a program for disadvantaged gifted in San Francisco.

Demos, George D. "Psychological Determinants of Career Choice for College Honors Students," The Gifted Child Quarterly, 9:208-219, Winter, 1965.

Study dealing with psychological determinants of career choice for gifted college students. Found several results:

- 1) There are few significant differences among college freshmen in their vocational perceptions and career influences either prior to or after one year of college education.
- 2) College freshmen seem to fairly well emulate and reflect the prevalent cultural values toward various professions.
- 3) The students expounded the philosophy of - work hard, know your subject, and develop good personal relations.
- 4) The impact of high school courses to the development of the students' career was very strong.
- 5) The gifted group rated knowledge of facts and theory as the highest critical personal characteristics necessary for success.

Demos, George D., and Bruce Grant. "Career Planning for Gifted Individuals," The Gifted Child Quarterly, 11:212-214, Winter, 1967.

Introduction to a series of articles; concerned with presenting the concept of multiple talents, the need for gifted individuals to plan their career scientifically, and scientific career planning.

Demos, George D., and Bruce Grant. "If You are Scholastically Gifted: A Message to Our Able Students," The Gifted Child Quarterly, 10:25-28, Spring, 1966.

A personal set of guidelines written especially for a gifted youngster; discusses occupations that will most likely add to their enjoyment of life; gives lists of these occupations along with degree requirements for each.

Denny, D. A. "A Preliminary Analysis of an Observation Schedule Designed to Identify the Teacher Classroom Variables Which Facilitate Pupil Creative Growth," Unpublished Doctoral thesis, University of Indiana, 1966.

Thesis discussing the use of the Denny and Ives Classroom Observation Scale.

De Sean, Paul A. "Problems of Consistent Over-, Under-, and Normal-Achieving College Students as Identified by the Mooney Problem Check List," Journal of Educational Research, 59:351-355, 1966.

Mooney Problem Check List (MPCL) was used to determine if differences in the number of problems checked discriminated significantly among consistent over-, under-, and normal-achievers in the eleven general problem areas of the MPCL. Findings suggested that while the MPCL indicated several problem areas which may influence academic achievement, it can perhaps be more profitably used by student personnel workers concerned with understanding college students and interested in systematically discovering the problems that are bothering them.

Dunn, Barbara J. "The Effectiveness of Teaching Selected Reading Skills to Children Two Through Four Years of Age by Television," Gifted Children Newsletter, 13:21-27, Summer, 1970.

Study hypothesizing 1) systematic instruction in selected reading skills by television will result in significant gains with children 2-4 years of age as measured by a test presenting alphabet sounds and basic vocabulary, 2) a variation in gain on selected reading skills will occur and will have a significant relationship to age, verbal IQ, socioeconomic level, and time

spent on follow-up activities. The results showed that children 2-4 years of age can be effectively taught reading skills by use of the television medium. Also they found that neither the relationship of age nor verbal IQ to gain in skills was significant in this study.

Dunn, Harry C. "Gifted Children Find Research Can Be Fun," The Gifted Child Quarterly, 12:10-13, Spring, 1968.

A brief description of a program for the gifted which is a combination of efforts of Bradley University, the public and parochial schools. The purpose of the program is to assist in pupils' development so that they will learn more at earlier stages, learn at greater depth in wider areas of knowledge, and communicate this knowledge effectively. The article describes the program, the projects, and the results.

Durr, William K. "Let's Not Neglect the Gifted," Instructor, 79:58, April, 1970.

Article stressing the need to seek out gifted children from all socioeconomic groups and educate all gifted to their highest potential; gives eight practical ideas for classroom use with the gifted.

Edwards, Morris O. "Fostering Creativity in a Liberal Arts College," Improving College and University Teaching, 13:216-219, Autumn, 1965.

Article that details the first major program for fostering creativity in a liberal arts college, at Macalester College in the

Twin Cities. It reports not only gains in creativity for students enrolled in a class called "The Art of Innovation," but also the ferment and interest aroused in the community, partly as a result of annual three day institutes on creative problem solving for the education and business communities involved.

Eisner, Elliot W. "Creativity and Psychological Health During Adolescence," High School Journal, 48:465-473, May, 1965.

This article advises five means of secondary schools providing for the creative development of adolescents while at the same time providing for their needs and identification and belonging:

- 1) reward the production of imaginative questions on examinations
- 2) provide recognition for students who engage in a highly creative activity
- 3) provide a more individualized curriculum rather than insist on the same for all, i.e., allow an unbalanced curriculum
- 4) provide the opportunity for students to work in depth on a project or domain
- 5) reduce the threat of failure.

Elementary Teacher Training Models. Washington, D.C.: United States Office of Education, Department of Health, Education, and Welfare, 1969.

Nine program models submitted to HEW; the nine "outstanding" universities nothing on the horizon re gifted provisions.

Emerson, Arthur. "Help the Gifted Move Ahead - With Tapes," Grade Teacher, 85:74, September, 1967.

Article describing the audio-visual program in the Downey, California Unified School District and how the program is benefiting their gifted youth; it discusses the various techniques and how the equipment allows the gifted to move ahead at their own speed.

Emswiler, J. Dixon, Girven Kirk, and Donald Hayes. Materials Being Used in Classes for the Exceptionally Talented in North Carolina. Raleigh, North Carolina: Department of Public Instruction, 1964.

Booklet containing lists of materials used in classes for exceptionally talented children in North Carolina. It includes a breakdown by subject area and grade level.

Evans, Forrest F. "Practical Problems of Summer Camp Programs for the Gifted," Gifted Children Newsletter, 8:10-13, September, 1965.

Article dealing with some practical problems of setting up a summer camp especially for gifted students. It includes such considerations as staff screening, camper selection, motivation, curriculum development, community resources, and staff attitude.

Feldhusen, John F., and Terry Denny. "Teachers' and Children's Perceptions of Creativity in High- and Low-Anxious Children," Journal of Educational Research, 58:442-446, July, 1965.

Sarason's General Anxiety Scale was given to 77 students in grades 7, 8, and 9 of a junior high school and the 10 high and 10 low scorers in each sex were selected as subjects. Students'

self-ratings of creativity were consistently higher than teachers' ratings of them, across the two groups. There were no significant differences between anxiety or sex and performance on a battery of five divergent thinking tests. There was a significant sex by anxiety interaction in self- and teacher evaluations of creativity with consistent agreement between teachers and students that low-anxious boys were highest, followed in order by high-girls, high-boys, and low-girls.

Fox, Gudelia A. "The Accelerated Adults View Acceleration," The Gifted Child Quarterly, 10:15-16, Spring, 1966.

Study was to determine whether a sample of adults who met the criterion of acceleration did indeed believe that acceleration had been advantageous for them. The results found that for the sample used, acceleration was more disadvantageous than advantageous.

Fox, Gudelia A. "The Gifted: How Are They Viewed?," The Gifted Child Quarterly, 12:23-33, Spring, 1968.

Article dealing with factors related to how pupils, parents, educators, and society view the gifted; discusses the factors influencing anti-intellectualism, factors influencing educators' attitudes toward the brilliant, and research studies assessing attitudes toward the intellectually gifted.

Fredrickson, Ronald H., and John J. Kennedy. "Comparative Study of the Perceptions of Superior Students, Teachers, and Principals as to Utilization of Recommended Classroom Practices," The Gifted Child Quarterly, 10:188-192, Winter, 1966.

Study took reports of teachers and students as to what was being done in classrooms for superior students and compared this with the principal's evaluation of a particular area's reputation in the school for helping superior students. The results found that principals and superior students were more in agreement as to what was being done in school for the superior students than were teachers' opinions. They also found that there is a need of more research and also a need to clarify what is being done for superior students in each school.

French, Joseph L. "Trends in the Preparation of Teachers of the Gifted," Exceptional Children, 32:255-256, December, 1965.

This article examined the major trends in the training of teachers for the gifted. The author noted that:

- 1) courses are offered during the school year, instead of during the summer only
- 2) future teachers, in-service teachers, administrators, and counselors take courses on the gifted
- 3) the number of courses has increased for the period from 1960-1965

French, Joseph L. "What Professional Associations are Thinking and Doing About the Gifted," Gifted Children Newsletter, 8:7-10, September, 1965.

A survey of various school and professional organizations as to what they reacted to when asked these questions:

- 1) What is your association's position concerning education of the gifted?
- 2) What are your association's beliefs concerning a definition of gifted students?

The organizations included School Librarians, Department of Rural Education, National Education Association, Council for Exceptional Children, Department of Classroom Teachers, and Department of Elementary School Principals.

Fricke, Benno G. "An Evaluation of Assessment Procedures," The Superior Student, 7:3-9, March-April, 1965.

This article discussed the evaluation of devices and procedures used to evaluate students and honors programs. The actual procedures mentioned were the interview, case study, and test of academic ability, and the multiple cut-off selection technique. The author stressed the need to use the most valid assessment in evaluating honors programs.

Fricke, Benno G. "The OAIS Test and Testing Program," The Superior Student, 7:44-50, March-April, 1965.

This article contains a brief description of the Opinion, Attitude, and Interest Survey (OAIS), a summary of research findings reported by colleges which have used the test, and an account of the two subprograms of the OAIS Testing Program, the national or off-campus testing program, and the institutional or on-campus testing program. It shows how these nonintellectual factors relate to academic success.

Frierson, Edward C. "The Gifted Child with Specific Learning Disabilities," Exceptional Children, 34:387-388, February, 1968.

This article relates the importance of knowing the following when working with the gifted child with learning disabilities:

- 1) what kinds of leaders gifted children with learning disabilities might become
- 2) what literature reveals about cognitive abilities of different groups
- 3) what school systems know and can predict about students with unusual abilities
- 4) what abilities and disabilities mean to the classroom teacher
- 5) what materials have been effective with gifted children with perceptual problems.

Frierson, Edward C. "The Governor's Honors Program of Georgia," The Gifted Child Quarterly, 9:77, Summer, 1965.

Description of Georgia's Governor's Program for the gifted: including the rationale, organization, operation (seminars, distinguished visitors, physical education, instruction, and independent study), and results of its progress.

Frierson, Edward C. (ed.). "Programs for the Gifted," Gifted Children Newsletter, 8:14-26, January, 1966.

Article describing three different programs for the gifted:

- 1) Program of Education for the Gifted - Chicago, Illinois

- 2) Orientation to Wilkes-Barre Program for the Mentally Advanced - Wilkes-Barre, Pennsylvania

- 3) Elementary Seminar Program - Arlington County, Virginia

Each description includes the goals, history, and curriculum of the program.

Frierson, Edward C. "Upper and Lower Status Gifted Children: A Study of Differences," Exceptional Children, 32:83-90, October, 1965.

Groups of gifted and average elementary school children from upper and lower status backgrounds were compared on measures of height, weight, personality traits, interests, activities, and creative thinking. Group differences between upper and lower status gifted children were found to be associated with differences in socioeconomic background. Group differences between gifted and average children, regardless of socioeconomic background, were also disclosed. The findings emphasize the importance of controlling for socioeconomic status in studies where gifted and nongifted children are compared.

Gallagher, James J. "New Program Development for Gifted Children," The Gifted Child Quarterly, 9:69-75, Summer, 1965.

Article dealing with trends in American education and their implications for the gifted. The trends discussed included: the knowledge explosion, increasing industrialization, and automation, liberal approach to the concept of intelligence, and student autonomy.

Gallagher, James J. Research Summary on Gifted Child Education, Illinois: Office of the Superintendent of Public Instruction, 1966.

An analysis of research concerning gifted children and their education. Deals specifically with identification, definitions, characteristics, creativity, underachievers, personnel, and the Illinois Program.

Gallagher, James J. (ed.). Teaching Gifted Students: A Book of Readings. Boston: Allyn and Bacon, 1965.

A book of readings covering definition and identification, curriculum modifications, teaching method changes, and special problems. Emphasis is on the variety of curriculum changes and pedagogical changes that can be implemented for gifted students.

Gallagher, James J., and Frank Porter Graham. "The Accountability of Educational Programs for the Gifted," Gifted Children Newsletter, 13:35-41, Spring, 1971.

Paper discussing four major program changes for the education of the gifted: 1) growing interest in the field of creativity, 2) stress on mastery of concepts within a discipline, 3) identification of underachievers, and 4) discovery of gifted in disadvantaged minority groups. Emphasis is placed on the "accountability" (assessment of whether or not objectives were met) of changes.

Gallagher, James J., Mary Jane Aschner, and William Jenne. Productive Thinking of Gifted Children in Classroom Interaction. Washington, D.C.: The Council for Exceptional Children, National Education Association, 1967.

A study involving 176 high achieving, academically talented students enrolled at the junior and senior high school level in either a university laboratory school or public school. Results found that teacher plays a crucial role as the initiator and determiner of kinds of thought processes in the classroom; it was also found that divergent and convergent thinking call for similar mental operations. Also noted was the importance of parents and attitudes on the divergent and convergent thought processes.

Garlock, Jerry. "A Multiple Criterion for Including Pupils in a Gifted Program Based on Trivariate Distribution," California Journal of Educational Research, 19:87-94, March, 1968.

Paper dealing with the problem of determining the theoretical percentage of pupils that would be placed in gifted programs as a result of the criteria for California's Education Code.

Gensley, Juliana Townsend. "A New Method of Evaluation for Gifted Students: A Diary of Learning," The Gifted Child Quarterly, 13:119-125, Summer, 1969.

Article dealing with reporting student achievement by suggesting an evaluation technique which involves the gifted child in using criteria and standards for appraising his own progress. The author suggests a pupil learning diary where the gifted child evaluates his progress on the basis of Bloom's Taxonomy.

Gensley, Juliana T., and E. L. Greenblatt. "The Social Sciences for Gifted Elementary School Children," The Gifted Child Quarterly, 9:16-18, Spring, 1965.

A study of the effects of seminar training with outstanding social scientists for gifted children in the Los Alamitos School District (Long Beach, California). It was found that these children could prepare well for future seminars as a result of this type of training. The teachers in the regular classroom also reacted positively to this approach.

Gerencser, Stephen. "Programs for the Gifted in Private (Independent) Schools," The Gifted Child Quarterly, 9:83-84, Summer, 1965.

Survey of 94 independent private schools which dealt with the existence of a program for the gifted, the set-up of such a program, and the methods of teaching the gifted in various schools.

Gibberd, Kathleen. "A School for Musically Gifted Children," The Gifted Child Quarterly, 10:194-195, Winter, 1966.

Summary of Yehudi Menuhin School for Musically Gifted Children in London; gives a brief synopsis of the program and the rationale behind it.

Gibson, Arthur R. "Curricular Frontiers for the Gifted," Gifted Children Newsletter, 8:4-7, September, 1965.

Article summarizing Ohio's special programs for the gifted. Programing was confined to seven areas, namely: a) projects, b) experimentations, c) research studies, d) acceleration in

mathematics using programmed learning materials, e) high school and college level correspondence study, f) reading speed and comprehension acceleration, and g) a good books seminar of biographies and autobiographies in the study of philosophy.

The results of this programing gave two benefits to the gifted:

- 1) provided for individual differences
- 2) permitted increased insights into the integration of subject areas.

Gibson, John R. "The Development and Value of an Arithmetic Series and Sequence Test for Identifying Academically Talented and Gifted Students in the Fifth and Seventh Grades of a Chicago Suburb," Gifted Children Newsletter, 8:22, September, 1965.

Article describing the effort to devise a reliability-proof test for the ability to induce extensions of number series and sequences suitable for fifth and seventh grade students and for defining academic talentedness and giftedness and testing these same students. The results of this research seem to support the ASSET (Arithmetic Series and Sequences Test) as being two to three times more efficient in identifying these students as are the methods currently in use in most schools.

Giles, Allen. "Ability Grouping for the Gifted: Help or Hindrance?," Gifted Children Newsletter, 13:17-25, Fall, 1970.

Paper dealing with "ability grouping" and special attention to three main studies: 1) Goldberg, Passow, and Justman, 2) Justman, and 3) Borg. By ability grouping the author is

referring to the limitation of the heterogeneity of the classroom as much as possible in a given school situation, according to the ability and achievement of the students with the subject matter to be dealt with in that class. The author also stresses the point that there is a multitude of possibilities for ability grouping.

Gleason, Nadine. "A Creative Experience in Literature," Gifted Children Newsletter, 10:12-13, March, 1968.

Description of actual work in creative literature in which the children, under skillful guidance, planned with their teacher, provide a great deal of their own motivation, and produce culminating results which satisfy their unique needs in learning.

Goertzel, Mildred, and Victor Goertzel. "Sibling Supportiveness Among the Gifted," The Gifted Child Quarterly, 9:97-103, Summer, 1965.

Study of siblings in relatively large number of families which produced children whose strong drives and intellectual ability served to make them the gifted subjects. The results concluded that sibling supportiveness rather than sibling rivalry is found to be more common among brothers and sisters in homes where one or more individuals have become gifted subjects.

Gold, Marvin. "Death of a School for the Gifted," The Gifted Child Quarterly, 14:174-179, Autumn, 1970.

Article dealing with the closing of Kentucky's Lincoln School for potentially talented disadvantaged youngsters and the rationale behind the closing.

Gold, Marvin J. "Introducing the Gifted Brief." Exceptional Children. 37:593-596, April, 1971.

Six practical activities for teachers to use in the classroom with their gifted pupils:

- 1) Proximity
- 2) Chance-a-Date
- 3) Plans and Products
- 4) Proverbs
- 5) Character Switch, and
- 6) Time Machine.

Gold, Milton. Education of the Intellectually Gifted. Columbus, Ohio: Charles E. Merrill Books, Inc., 1965.

A general textbook dealing with developing the high potential of gifted students. It encompasses the educational process including characteristics, intelligence testing, identification, creativity, planning programs, patterns, thinking, subject matter, grouping, acceleration, guidance, motivation, underachievement, teachers, and research.

Goodkind, Thomas B., and others. Conflict, the Law, and Society: A Problem-Solving Approach to Solving Problems. Hartford, Connecticut: Hartford Board of Education, 1969.

This book describes a program in the area of the social sciences, stemming from project ASTRA, for academically gifted and talented youth. It considers one of the most basic questions for mankind today, the question of conflict. Recognizing conflict, understanding

its causes and possible resolutions, and acquiring skill in resolving conflicts are the main concerns of this program. The approach in this program is one of problem-solving through group and/or individual study. Consideration of alternative solutions rather than trying to find the one "right" answer is emphasized. Facts are important only as a basis for decision-making. Specific attitudes, skills, and understandings needed in problem-solving are developed. This guide suggests many opportunities to use decision-making situations, role-playing, dramatizations, manipulative activities, simulation activities, and independent study.

Goodlad, John I., Renata Von Stoephasius, and M. Frances Klein. The Changing School Curriculum. New York: The Georgian Press, Inc., 1966.

A report presented to the Fund for the Advancement of Education. It represents an analysis of curriculum materials used in the schools and summarizes the shaping forces, characteristic features, and strengths and weaknesses of the curriculum reform. A good overview of methods and materials and approaches that are in use in gifted education programs.

Gowan, John C. "An Annotated Bibliography of the Recent Writings of E. Paul Torrance," The Gifted Child Quarterly, 9:30-36, Spring, 1965.

This is an excerpt from Gowan's Annotated Bibliography of 1965. It includes Torrance's 1960-1964 works in the area of creativity.

Gowan, John C. "The California Criterion Scorecard of Efficacy of Structure and Function in the Evaluation of Programs for Able Youth," The Gifted Child Quarterly, 9:156-158, Autumn, 1965.

This article gives 20 areas for evaluation of programs for the gifted. The areas include: 1) public and professional interest, 2) action of the board of education, 3) administrators, 4) community relations, 5) the staff and teaching personnel, 6) staff allotment, 7) curricular adaptations, 8) teachers, 9) administration of the program, 10) guidance services, 11) identification, 12) library, 13) program, 14) program specifics, 15) general school atmosphere, 16) reactions of the gifted, 17) reactions of the teachers, 18) follow-up, 19) behavior deviations, and 20) secondary programs.

Gowan John C. "Issues in the Education of Disadvantaged Gifted Students," The Gifted Child Quarterly, 12:115-119, Summer, 1968.

Article sampling the six issues involved in the training and education of disadvantaged gifted students. The author also mentions identifications, differences, intervention, and guidance.

Gowan, John C. "Issues on the Guidance of Gifted and Creative Children," The Gifted Child Quarterly, 11:140-143, Autumn, 1967.

Article dealing with the need for guidance, especially for gifted children; the author also discusses problems confronting the gifted child and possible guidance needed in each case.

Gowan, John C. "What Makes a Gifted Child Creative? Four Theories," The Gifted Child Quarterly, 9:3-8, Spring, 1965.

Article discussing the four theories as to what makes a gifted child creative. Includes the following theories:

- 1) The Structure-of-Intellect Theory
- 2) Creativity as Sound Mental Health
- 3) The Opposite of Authoritarianism
- 4) Function of the Child's Oedipal Response to the Affectional Approach of the Opposite-Sexed Parent Theory.

Gowan, John C., and Catherine B. Bruch. "What Makes a Creative Person a Creative Teacher?," The Gifted Child Quarterly, 11:157-159, Autumn, 1967.

Study reporting research on what a teacher needs to be creative. The Gough Adjective Check List was used on teachers and consultants. It was found that what makes a teacher effectively creative were: great deal of energy, self-confident daring, a warm outlook, intelligence, originality, and free of hasty and impatient behavior.

Gowan, John C., and George D. Demos. "The Counselor and the Creative Child," The Gifted Child Quarterly, 9:184-186, Winter, 1965.

Article giving seven points appropriate for the counselor as related to a creative child:

- 1) The creative child is usually well-adjusted, mature for his age, fully-functioning, and responsible
- 2) The counselor should help the child to value
- 3) The counselor should remember that creative thinking takes place only when other higher-priority systems have been satisfied.

- 4) The counselor should promote the process of helping children channel their creative thrust and aggressiveness into constructive and not destructive channels.
- 5) The counselor should provide the emotional support for the child to become able to participate in peak experience, in the Maslowian sense.
- 6) The counselor should remember that there will be many times when the creative child finds himself either alone, neglected, ignored, or unrewarded as a result of a creative response on his part.
- 7) Guidance for the creative involves the realization that counseling is not just the solving of problems, but a positive process promoting mental health.

Gowan, John C., and George D. Demos. "Managing the 'Post-Partum' Depression in Creative Individuals," The Gifted Child Quarterly, 11:90-92, Summer, 1967.

Article dealing with the psychodynamics of the phenomenon of "post-partum" depression in creative people and the important need for guidance in the formative years for creative children; the authors stress the need for gifted-creative to be sound emotionally as well as cognitively.

Gowan, John C., and E. Paul Torrance. "An Intercultural Study of Non-Verbal Ideational Fluency," The Gifted Child Quarterly, 9:13-15, Spring, 1965.

Study of non-verbal ideational fluency on cross-cultural groups. The preliminary results of a test of ideational fluency given to

Singapore school children and broken down by race, language medium, class, and stream are given. The drop in creativity at the fourth grade level was confirmed. All of the results fit the hypothesis that the group under the most strain exhibits the least ideational fluency.

Gowan, John C., and others. "New Aspects in Guiding the Gifted in Demonstration Classes," The Gifted Child Quarterly, 13:103-112, Summer, 1969.

Paper concerned with some of the unexpected results of providing the rich amount of counseling time at a ratio of one counselor to each class of 25 gifted children.

Grant, Bruce, and George D. Demos. "Career Planning for Gifted Individuals; the Self," The Gifted Child Quarterly, 12:34-37, Spring, 1968.

Using the formula $EU + SU = WCP$ (environmental understanding plus self understanding equal wise career planning) as a springboard, the authors expound on what they feel a gifted individual should do to plan his career successfully.

Granzin, Kent L., and Wilma J. Granzin. "Peer Group Choice as a Device for Screening Intellectually Gifted Children," The Gifted Child Quarterly, 13:189-194, Autumn, 1969.

Study reporting the result of a preliminary study to determine whether the value of using sociometric methods as a device for screening intellectually gifted children. The study sought to determine: 1) whether fourth grade children are able to recognize characteristics of the gifted child, and 2) whether these

pupils, both gifted and nongifted, can associate these traits with those of their peers who possess them. The results showed that both gifted and nongifted pupils were able to distinguish traits of giftedness, although the former group performed significantly better. Peer-group choice of gifted pupils agreed significantly with the teacher rankings, although no superior performance by gifted pupils themselves was noted on this task. The results suggest the value of peer-group choice as an additional method for screening potentially gifted children.

Groth, Norma Jean, and Priscilla Holbert. "Hierarchical Needs of Gifted Boys and Girls in the Affective Domain," The Gifted Child Quarterly, 13:129-133, Summer, 1969.

The purpose of the study was to find and compare the affective need levels of gifted boys and girls. The results suggested that girls were in a higher hierarchical level than boys. Boys appear less mature and more oriented toward a multiplicity of goals than girls. This study indicated different developmental patterns in the affective domain, not only for the sexes, but also for the level of intelligence.

Guilford, J. P. "Creativity in the Secondary School," High School Journal, 48:451-458, May, 1965.

After a discussion stressing the need for developing the abilities of divergent production, transformation, and evaluation, the author makes the following specific suggestions: 1) encourage creative thinking abilities by rewarding them on exams, 2) encourage the learner to see the possible implications of each

piece of new knowledge he acquires in order to help insure its readiness of access, 3) have a record which is descriptive of a pupil's development in quite a number of intellectual abilities and make it available to him, and 4) have for each individual his own prescription for optimal education.

Guilford, J. P. "Intelligence: 1965 Model," American Psychologist, 21:20-26, January, 1966.

Article that brings up-to-date investigations into the Structure-of-Intellect Model, reporting 75 cells now presently occupied, with 80 separate abilities apparently demonstrated. Especially to be noted is the demonstration of six cognitive abilities of dealing with behavioral information - what Thorndike called "social intelligence" (SI). The author offers a 1965 model for problem-solving which emphasizes SI concepts, but incorporates also the looping phenomena of cybernetics with their continual feedback of evaluation and access to memory storage.

Guilford, J. P. The Nature of Human Intelligence, New York: McGraw-Hill, Co., 1967.

Book dealing with the model for the structure-of-intellect and a model of how psychological research ought to be done and reported.

Gunn, John. "A Note on the Gifted Child and Early Language Development," The Gifted Child Quarterly, 10:180-182, Autumn, 1966.

Article discusses previous research on identifying gifted children through the use of vocabulary and language tests. The

author suggests that by assessing the complexity of utterances, the ability to comprehend and express relations, we can find an effective way of distinguishing intellectually superior infants.

Guth, R.O. "Creativity, Competitive Drive, and Interest Pattern Associated with Success in a Program for Academically Talented High School Students." Unpublished Doctoral thesis, Temple University, 1966.

Found that teachers did not discriminate against creative students more than intelligent ones.

Haberman, Martin, and James D. Rath. "High, Average, and Low - And What Makes Teachers Think So," The Elementary School Journal, 68:241-245, February, 1968.

Study dealing with what factors influence teachers' perceptions of their pupils' ability to cope with the regular program. Implications found were: teachers see their role as working with a total group; greater homogeneity does not change the teacher's perception that he has of fast, slow, and average pupils; and high-average pupils in a class of bright children are at a disadvantage.

Hadley, D. J. "Experimental Relationships Between Creativity and Anxiety," Unpublished Doctoral thesis, University of Michigan, 1965.

Those with low anxiety exhibit moderate creativity; those with a slightly higher amount exhibit higher creativity; those with increasing anxiety exhibit increasingly less creativity. However, performance in creative tasks very generally decreases with increasing anxiety. Furthermore, the difference between high creative and low creative highly intelligent students is not wholly caused by anxiety differences.

Hair, Mary. "Governor's Program for Gifted Children," Gifted Children Newsletter, 8:26-28, January, 1966.

Article describing the Governor's Program for Gifted Children in Louisiana. It describes the process of selection, teacher's role, and the curriculum.

Harp, James L. "Development of a Gifted Program in a Rural School District," Gifted Children Newsletter, 12:21-23, March, 1970.

Description of experimental American Studies Program for gifted high school students at Piase, Illinois. It describes the screening techniques, and organization of the program. The author reflects the need for rural school districts to develop programs for their gifted children.

Hartshorn, William C. "The Musical Education of the Gifted," Music Educators Journal, 54:76-84, February, 1968.

Article dealing with teaching music to the gifted child. Suggestions for further use were: encourage the gifted child to behave creatively, most gifted children will want to perform, each gifted child is unique, understanding form is a primary purpose of music education for the gifted, and encourage the gifted child to develop an extensive musical vocabulary.

Hauck, Barbara B. "A Comparison of Gains in Evaluation Ability Between Gifted and Non-Gifted Sixth Grade Students," The Gifted Child Quarterly, 11:166-171, Autumn, 1967.

Studies reported that sought to demonstrate that approximately selected classroom tasks and methods can enhance the semantic

evaluation abilities of children of various ability levels. Studies indicated that evaluation abilities of gifted and non-gifted children can be significantly improved by presenting a series of lessons based upon the Guilford evaluation factors.

Hausdorff, H., and S. D. Farr. "The Effect of Grading Practices on the Marks of Gifted Children," Journal of Educational Research, 59:169-172, December, 1965.

Gifted homogeneously-grouped sixth grade children were compared with ungrouped children for marks. There was no difference in marks for gifted children between a dual marking system and a single marking system. Gifted children marked on standards for a heterogeneous group got higher marks than those marked on standards for a homogeneous group, although both groups did equally well on achievement tests.

Heathorn, R. J. "New Teaching Machine - Great for the Gifted," Gifted Children Newsletter, 8:23-24, September, 1965.

Article describing the new teaching machine called BOOK (Built-in Orderly Organized Knowledge). It is quite adaptable and covers a lengthy program of information.

Heil, Louis M. "Scholastic and Personality Variables Associated with Acceptance to and Success in the Brooklyn College Scholars Program," The Superior Student, 7:34-40, March-April, 1965.

The author discusses the variables associated with success in their program for the "top 2%" of exceptionally qualified students.

The instrument used for assessing these variables consists of two academic predictors and five personality predictors, all of which the author discusses and supports with statistical results.

Heist, Paul. (ed.). The Creative College Student: An Unmet Challenge. San Francisco: Jossey-Bass, Inc., 1968.

Book of readings representing an outgrowth of a conference sponsored in 1966 for Research and Development in Higher Education. It consists of four sections: instruction, liberal arts, artistic talents, and academic standards.

Herbert, Don, and Hy Ruchlis. Mr. Wizard's 400 Experiments in Science. Brooklyn, New York: Book-Lab, Inc., 1968.

This book is of special interest to the young gifted, their teachers, and parents. It gives many studies that may be carried out with little supervision and enhances self-discovery.

Herr, Edwin L., Gilbert D. Moore, and James C. Hansen. "Creativity, Intelligence, and Values: A Study of Relationships," Exceptional Children, 32:114-115, October, 1965.

Report of a test battery given to 60 talented high school juniors in a summer science institute found very few correlation or creativity measures with the Kuder Preference Record, Allport-Vernon Study of Values, Terman Concept Mastery Test, Watson-Blaser Critical Thinking Appraisal, or Lorge-Thorndike, Guilford Ideational fluency correlated .27 with Lorge-Thorndike, The AC

Spark Plug Test of Creativity correlated .54 with the Lorge-thorndike, .53 with the Terman Concept Mastery, and .24 with the Watson-Glaser. None of the creativity ratings correlated with teachers' estimates.

Hildreth, Gertrude H. Introduction to the Gifted. New York: McGraw-Hill Book Company, 1966.

A general text presenting a comprehensive survey of developments in the area of giftedness through the years - the identification and appraisal of the bright and talented and various alternatives in educational adjustments for them. Consideration is given to the personal guidance of bright children with special problems, particularly the so-called underachiever; to the special measures that must be taken to motivate and challenge the gifted in modern schools; and to the nurturing of high creativity in promising young people.

Hine, Willa W. "An Evaluation of Creativity as a Factor in the Development of Problems for Some School Children." Unpublished doctoral thesis, University of Denver, 1966.

Creativity on the Torrance tests was compared with problem behavior dichotomized into two groups of 40 elementary children. Results showed no significant correlation between creativity for the two groups, either verbal or non-verbal. There was no correlation between creativity and intelligence.

Hinkelman, Emmet Arthur. "Academic Actualization of Gifted Elementary School Children," The Gifted Child Quarterly, 10:66-71, Summer, 1966.

The author discusses why we must provide better education for the gifted, whether the emphasis is on the individual or on society. He analyzes the reading and arithmetic achievement of 23 gifted boys and found that the gifted did achieve better than other children, but not to the degree expected - most were found to be underachievers, to some degree.

Holland, John L. "Selection of Honors Students," The Superior Student, 7:16-19, March-April, 1965.

The author reviews some of the myths about the selection of talented persons and suggest some avenues for selection which would be helpful for both students and faculty.

Hoover, Kenneth H. "Providing for the Prospective Teacher Who is Educationally Able," The Gifted Child Quarterly, 10:184-187, Winter, 1966.

The author offers an instructional model for providing for individual differences within the college classroom. The model is based on the removal of impediments and it gives the purpose, eligibility, expectations, advantages, and problems.

Horn, Lister W., and Gary M. Gleason. "Teaching a Unit on the Computer to Academically Talented Elementary School Children," The Arithmetic Teacher, 17:216-219, March, 1970.

Study that provides insights into the nature of the computer and the type of thinking that must be practiced to utilize the machine, in particular, for the gifted child. Also described

is the unit in terms of organization and content.

House, Ernest R., and others. "Early Findings on the Illinois Gifted Program," Gifted Children Newsletter, 12:24-28, March, 1970.

Article reviewing the Illinois Gifted Program. The program was divided into five sections: reimbursement, demonstration, training, experimentation, and state staff. The three major goals of the project were: 1) making people aware of the new programs for the gifted, 2) getting people to accept new programs, and 3) getting people to implement programs in their own district.

Hutson, Thomas, and Deborah Osen. "A Multi-Media Approach to Gifted in a High School Group Psychology-Counseling Seminar," The Gifted Child Quarterly, 14:186-191, Autumn, 1970.

Description of PLUS (Program Leading to Unlimited Scholarship) in Orange County, California. The program was designed to provide experiences for gifted children in grades 4-12 which were designed to broaden, deepen, and enhance learning, while motivating and challenging the learner.

Isaacs, Ann F. "Are Gifted Children Handicapped or Exceptional?," The Gifted Child Quarterly, 14:153, Autumn, 1970.

A portion of the testimony given at the hearings on the gifted and talented called by the United States Office of Education on November, 1970, in Chicago, Illinois.

Isaacs, Ann F. "Biblical Research: Some Emergent Insights Which Lives of Prophets Bestow on the Problem of Giftedness," The Gifted Child Quarterly, 11:97-107, Summer, 1967.

Paper discusses the parallels between the biblical prophets and the current gifted and what one can learn from the prophets as possible approaches for educating the gifted.

Isaacs, Ann F. "Biblical Research III: Modern Day Problems of the Gifted - Are They Forecast in the Books of Samuel?," The Gifted Child Quarterly, 12:94-105, Summer, 1968.

This article delves into the Book of Samuel for insight for educators in dealing with the problems of the gifted.

Isaacs, Ann F. "Gifted Students Speak for Themselves," The Gifted Child Quarterly, 9:64-68, Summer, 1965.

Proceedings of a panel discussion concerning values with gifted teenaged youth at the 12th annual meetings of the National Association of Gifted Convention.

Isaacs, Ann F. "Guides for the Administrator Who Would Help Gifted Children," High School Journal, 48:484-490, May, 1965.

In addition to a set of 12 specific suggestions for evaluating old and initiating new programs for the gifted, the author makes these general suggestions for administrators: 1) grant teachers, pupil, and parents the freedom to provide what has been mutually agreed upon as necessary to provide optimum growth for the gifted child; 2) give supportive assistance to teachers trying to do something special for the gifted, particularly in helping change negative attitudes to fellow teachers toward such teachers; 3) reinforce teachers through

contact with parents and children; 4) make known the needs of the gifted to important lay advisory persons.

Isaacs, Ann F. "Looking at Why Giftedness is Rejected: Self-Identification, Self-Acceptance, and Self-Realization," The Gifted Child Quarterly, 13:32-36, Spring, 1969.

Article dealing with why giftedness is rejected. The author suggested several reasons for this rejection, including: lack of insight, modesty, fear of being different, discrediting the evidence, fear of criticism, self-imposed standards are too high, lack of realization of the gifted's worth to mankind, and imperfect perception of norms for giftedness.

Isaacs, Ann F. "Marriage and Giftedness in the Dawning of the Age of Aquarius," The Gifted Child Quarterly, 14:128-134, Summer, 1970.

Summary of a panel discussion of gifted marrieds; gave the actual conversations in a discussion of what elements make a successful marriage when one or both partners are gifted.

Isaacs, Ann F. "The Search for Talent Begins Within," The Gifted Child Quarterly, 9:89-96, Summer, 1965.

Article that deals with making the best use of individual potentials. Suggests: 1) Each of us needs to study our personal family ancestry. 2) Each of us needs to gain self-knowledge of observable gifted attributes. 3) Each of us needs to become aware of our possible predisposition to be creative. 4) Each of us

needs the benefits of objective insights available from psychometric test data. 5) Each of us needs to evaluate the school programs through which we have progressed to determine if any were designed to serve the needs of the gifted student.

Isaacs, Ann F. "Suggested Ideas for Role-Playing and Dramatizations of Some Problems of the Gifted," The Gifted Child Quarterly, 11:218-221, Winter, 1967.

Lists of ideas for role-playing actual problems confronted by gifted children. The author compiled the three lists from schools, parents, and the children.

Isaacs, Ann F. "A Survey of Suggested Preparation for Teachers of the Gifted," The Gifted Child Quarterly, 10:72-77, Summer, 1966.

Study provides some guideposts for those educators who wish to establish a curriculum of course offerings for those preparing to teach the gifted. A questionnaire on teacher training was used by future teachers, school administrators, and state education departments.

Isaacs, Ann F. "What To Do If You Should Happen to Discover a Gifted Child's IQ - Your Own Included," The Gifted Child Quarterly, 13:98-101, Summer, 1969.

Article dealing with the IQ score, why it is kept a secret, and what is done with an IQ score once it is known.

Jackman, William D., and Louis M. Bachtold. "Evaluation of a Seminar for Gifted Junior High Students," The Gifted Child Quarterly, 13:163-165, Autumn, 1969.

Article dealing with evaluating the Seminar Program for gifted

junior high school students. Results showed that the students found the program to be a valuable learning experience in that it broadened their interests, helped them to formulate and express opinions, and enabled them to see another person's view better. The teachers reacted positively also in that they felt the program brought favorable changes in the learning processes and attitudes of certain students.

Jackson, David M., and William M. Rogge. "An Inservice Institute for Training Teachers and Consultants," Gifted Children Newsletter, 8:14-15, September, 1965.

Article dealing with specific activities of the Illinois institute, which was intended to train teachers to demonstrate in the classrooms the use of new materials and techniques judged appropriate for gifted children and to train demonstration center directors, supervisors, and consultants in ways to disseminate new materials and techniques through the establishment of demonstration centers and inservice training programs.

Jacobs, Walter R., Jr. Fifth Annual Status Report for the Program for the Education of Exceptionally Talented Children. Raleigh, North Carolina: Department of Public Instruction, 1970.

Report summarizing North Carolina's programs for the gifted. It indicates that the selections made during the 1969-70 school year by local administrative school units were well in accordance with the laws. The report also found that "gifted" curriculum did not appear to be recognizably different from the general curriculum.

Finally, this report revealed that in spite of the program's rapid growth in recent years, it still has not expanded enough to serve the increased population of gifted and talented pupils. This is viewed as the major problem of the program.

Jensen, Verna Godman, and James J. Gallagher. "The Social Choices of Students in Racially Integrated Classes for the Culturally Disadvantaged Talented," Exceptional Children, 33:221-226, December, 1966.

Sociometric choices of 100 gifted disadvantaged children in four intermediate racially integrated classrooms were analyzed. The relationship of choice of seating, working, and playing companions to race, sex, and intelligence was studied. Substantial cross racial choices were made; however, various factors such as sex and racial proportion in the classroom appeared to influence the nature and kind of choice. Resulting sociometric patterns did not justify generalizations regarding social structures in integrated classrooms beyond the statement that some cross racial social choices can be expected for this age group.

Jenkins, J. M. "A Study of the Characteristics Associated with Innovative Behavior in Teachers." Unpublished Doctoral thesis, University of Miami, 1967.

The characteristics were: originality, ideational fluency, intelligence, order, endurance, adventurousness, radicalness, and dominance.

Joesting, Joan, and Robert Joesting. "Differences Among Self-Descriptions of Gifted Black College Students and Their Less Intelligent Counterparts," The Gifted Child Quarterly, 13:175-180, Autumn, 1969.

The purposes of this study were to determine the self-descriptions of Negro college students and to determine if there were significant differences among students of high, above average, and average, below average, and low intelligence. It was found that the high intelligence Negro students saw themselves as being significantly more energetic, industrious, versatile, pleasure-seeking, and with narrower interests than the others.

Joesting, Joan, and Robert Joesting. "Future Problems of Gifted Girls," The Gifted Child Quarterly, 14:82-90, Summer, 1970.

Discussion of problems that will face gifted girls. It includes vocations being picked by extraneous circumstances instead of qualifications, lack of opportunity for girls to show their artistic ability, inhibiting forces against motivation, discrimination for education and job. The article concludes with suggestions for counselors of gifted girls.

Johns, Jay. "Evaluation of the Early Education of Two Prodigies," The Gifted Child Quarterly, 10:62-65, Summer, 1966.

Evaluates the early educational experiences of two prodigies: John Stuart Mill and Norbert Wiener in terms of a theory for the education of the gifted proposed by Virgil Ward. The author found the early education experiences of these two to be generally adequate in terms of Ward's theory of the education of the gifted, at least in terms of their intellectual development.

Jones, Reginald. "The College Adjustment of Superior High School Students Who Participated in a Program of Acceleration," Exceptional Children, 32:634-635, May, 1966.

This study had 131 students of superior mental ability and educational achievement who were qualified for enrollment in college courses during their junior and senior years in high school; one group of these students enrolled for a completed course at their local university and the other group did not. After two semesters of college, both groups were given the CAI (College Adjustment Inventory) and no significant differences were found between the two groups.

Jordan, John E., and John P. Keith. "The Counselor's Role in Working with the Gifted," The Gifted Child Quarterly, 9:135-140, Autumn, 1965.

Article giving the two conditions which foster creativity (psychological safety and psychological freedom) and special guidance needs for the gifted.

Khatena, Joe. "Autobiography and Creative Potential," The Gifted Child Quarterly, 13:255-258, Winter, 1969.

Summarizes the research in the area of using an autobiographical inventory technique to predict creative potential. The author concludes that this is a beneficial predictor and also suggests that children need to be encouraged more in the areas of invention, musical composition, literary composition, art, and craft work.

Khatena, Joe. "The Training of Creative Thinking Strategies and Its Effect on Originality." Unpublished Doctoral thesis, University of Georgia, 1968.

Found interaction and pretest-posttest differences in creative thinking strategies for an instrument, "Onomatopoeia and Images," with 100 college students.

Khatena, Joe, and J. C. Gowan. "Crosscultural Measurement of Intelligence with the DAM and CPM," The Gifted Child Quarterly, 11:227-230, Winter, 1967.

Data secured from Singapore public schools in an effort to peg creativity with intelligence. The Goodenough Draw-a-Man Test (DAM) and Raven Colored Progressive Matrixes (CPM) were administered to the subjects. The results point to the importance of comparative age-norm cross-cultural data which tend to indicate that similarities in non-verbal intelligence in these atypical cultures are functions of similarities of environmental stimulation (socioeconomic status, skin color, dress, and other concomitants of "civilization").

Kincaid, Donald. "A Study of Highly Gifted Elementary Pupils," The Gifted Child Quarterly, 13:264-267, Winter, 1969.

Study based on 56 highly gifted pupils identified between September, 1963, and June, 1965, in grades Kindergarten through sixth grade. The results dealt with favorite school subjects, IQ scores, parent education, and parent vocation.

Kirk, Winifred. "A Tentative Screening Procedure for Selecting Bright and Slow Children in Kindergarten," Exceptional Children, 33:235-241, December, 1966.

In an effort to develop a more efficacious screening device for selecting bright and slow kindergarten children, four hypotheses were tested: a) that teachers are subject to a CA bias, selecting older children as bright, and younger children as slow; b) that teachers can make a more accurate judgment of young children's ability by evaluating a child's ability in a number of specific areas as to procure a composite score; c) that a still more accurate estimate can be made by making a mechanical adjustment for CA and applying it to the composite score; and d) that such an adjusted score can be successfully utilized in selecting bright and slow children. The first three hypotheses were supported by the data, but the data were equivocal in relation to the last hypothesis.

Klausmeier, Herbert J., William L. Goodwin, and Teckla Ronda. "Effects of Accelerating Bright Older Elementary Pupils - A Second Follow-Up," Journal of Educational Psychology, 59:53-58, February, 1968.

Bright older children accelerated in lower elementary grades were compared with nonaccelerants toward the end of ninth grade. Subjects were 22 children from grades 2-4, 14 children accelerated from grades 3-5, and 4 nonaccelerants' groups: 27 bright younger children, and 23 average-ability older children. In six tests of educational achievement, nine tests of divergent thinking, and two psychomotor tests, both accelerant groups were equal to or higher than the other four groups. The nonaccelerated older bright children were higher than at least one of the accelerated

groups on four tests of educational achievement, two tests of divergent thinking, and two psychomotor tests. The accelerated groups participated in school activities, advanced classes, varsity athletics, to about the same extent as the older bright nonaccelerants.

Klemm, Eugene. "Advantages of Summer Programs for the Gifted," Instructor, 77:66, June-July, 1968.

Gives several reasons why summer programs prove to very advantageous to the gifted: small classes, low pupil-teacher ratios, relaxed atmosphere, classes of similar abilities, better communication with parents, and a chance to explore in greater depth.

Kneller, G. F. The Art and Science of Creativity. New York: Holt, Rinehart, & Winston, 1965.

This short volume offers a concise overview of much of the present knowledge concerning creativity. The first of its six chapters deals with various definitions, the relationships existing between creativity and several other phenomena, and all the breadth of the creative endeavor. Other chapters are devoted to a topical ordering of theories of creativity, a description of the creative act, and characteristics of the creative individual. The book closes with a discussion of the place of creativity in education, as well as a positional statement by the author.

Kornrich, Milton. (ed.). Underachievement. Springfield, Illinois: C. C. Thomas Co., 1965.

Book of readings containing 51 papers of the subject of underachievement. The author predicts six future trends for this area:

- 1) more papers on the effects of desegregation
- 2) more sophisticated design
- 3) a more varied set of treatments
- 4) a developmental study of underachievers
- 5) a much needed review of the literature plus a bibliography
- 6) increasingly novel and creative contributions

Kravetz, Nathan. "The Creative Child in the Un-Creative School," The Educational Forum, 34:219-222, January, 1970.

Essay dealing with how teacher should bring about a creative environment for those with potential. The author gives five practical suggestions for changing the present structure of curriculum in the "un-creative" classroom.

Krippner, Stanley. "Consciousness and the Creative Process," The Gifted Child Quarterly, 12:141-157, Autumn, 1968.

A historical account of consciousness as viewed by many including Freud, the behaviorists, Whitehead, and others. The author shows how the process relates to creativity.

Krippner, Stanley. "Hypnosis and Creativity," The Gifted Child Quarterly, 9:149-155, Autumn, 1965.

Article summarizing research dealing with the relationship of hypnosis to creativity. It concerns such topics as the hypnotizability of children, cognitive activity without awareness, attention and distractibility, and hypnosis and LSD.

Krippner, Stanley. "The Ten Commandments that Block Creativity," The Gifted Child Quarterly, 11:144-156, Autumn, 1967.

Discusses ways culture encourages and discourages creativity in its youth and the "10 Cultural Commandments" that, either overtly stated or covertly implied, hamper creativity; stresses the need to break these commandments so that creativity can be fostered in our schools as well as in our homes.

Krippner, Stanley, and Ralph Blickenstaff. "The Development of self-Concept as Part of an Arts Workshop for the Gifted," The Gifted Child Quarterly, 14:163-166, Autumn, 1970.

Study of gifted boys and girls who were interviewed as to their vocational interests. Results showed that boys were more scientifically oriented and girls more arts oriented. After a workshop, there was a breakdown of stereotyped role-definitions for these children and they began to accept more of a variety of interests.

Kronenberger, Earl. "Behavior Problems of the Gifted," The Gifted Child Quarterly, 11:236-238, Winter, 1967.

Investigation of behavior problems confronting the gifted child: how peers view him, egocentrism, anxiety, etc. The author stresses the need for the gifted child to learn to identify with the group to which he belongs.

Langland, Lois. "Selection Procedures for Gifted and Honors Programs at UCLA," The Superior Student, 7:29-33, March-April, 1965.

Describes the four honors programs at UCLA and the means for selecting those students who qualify for them.

Lazar, Alfred L., Juliana T. Gensley, and Russel E. Orpet. "Changing Attitudes of Young Mentally Gifted Children Toward Handicapped Persons," Exceptional Children, 37:600-602, April, 1971.

Purpose of the study was to determine if the attitudes of a group of young mentally gifted children could be influenced in terms of greater understanding and acceptance of handicapped persons as the result of a special instructional program. It was found that the instructional program did have some influence in changing the attitudes of young mentally gifted children in a more positive way toward handicapped persons.

Le Croy, David. "A Team Approach to English and the Humanities," Gifted Children Newsletter, 10:21-24, March, 1968.

Description of summer residential program for 400 highly gifted upcoming 11th and 12th grade public school students in the state of Georgia. Describes both the Honors English Program and the Humanities Program.

Lehr, John J. "Public Relations on Behalf of the Gifted Child: A Study of What Needs to Be Accomplished in Our Communities and Schools," The Gifted Child Quarterly, 10:177-179, Winter, 1966.

Examination of the two major problems confronting the public relations image of the gifted, a possible solution to these problems, and some organizational and administrative tips for the solution.

Levine, David. "Psychological Tests and Gifted Children," The Gifted Child Quarterly, 10:132-138, Autumn, 1966.

Paper directed toward a clarification of some of the issues involved in the use of psychological tests so that the miscarriages

can be averted. The author also deals with the four major criticisms of psychological tests and points out the misinformation for each, particularly in its affect with gifted children.

Lewis, Lanora G. "Honors Program as Preparation for Graduate Study," The Superior Student, 7:19-21, May-June, 1965.

Discusses the need for statistics to show the percentage of advanced placement and honors students going on to graduate work; mentions the possible reasons why honors students drop out of the graduate program and the need for educational reform in graduate programs.

Lynn, Bob. "Disadvantaged Gifted Progress in a New Residential School," The Gifted Child Quarterly, 12:18-22, Spring, 1968.

Description of the Lincoln School, a revolutionary college-preparatory school in Louisville, Kentucky, for gifted children of families with very limited economic advantages.

McGrew, Audrey Z. "A Situational Experience in Use of the Nature of the Gifted to Provide Depth Thinking in a Sixth Grade Math Class," Gifted Children Newsletter, 10:13-16, March, 1968.

Article describing a situational experience in a gifted sixth grade math class where the teacher was merely an observer. The personal experience of the teacher involved the guidance of gifted children into the discovery of basic concepts in elementary statistics.

Maddi, Salvatore R. "Motivational Aspects of Creativity," Journal of Personality, 33:330-347, September, 1965.

Article that criticizes the view that creative talent is not likely to occur in a highly structured or evaluative environment, maintaining that such a view has truth only in relation to people especially vulnerable to external imposition of stress and pressure, typically children and adolescents. Likewise, he opposes the view that a person is not likely to be so creative if he is in a state of strong frustration and torment, offering as evidence the lives of Van Gogh, Toulouse-Lautrec, and Galileo, plus laboratory findings indicating that such does not necessarily inhibit creativity. Maddi insists that environmental considerations are not enough, that there must be motivation for creativity, that the two principal motivations are needs for quality and novelty. He produces experimental evidence that novel productions are associated with a need for novelty.

Martinson, Ruth A. Curriculum Enrichment for the Gifted in the Primary Grades. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1968.

Book written with the purpose of informing teachers of gifted elementary children about planning a sound educational basis for these children. It deals with the definition of giftedness, the classroom climate, the teacher, meeting individual needs and interests, and special considerations in curriculum planning in specific areas, and the evaluation of some gifted programs.

Martinson, Ruth A. "The Implications of the Qualitative Assessment of Intelligence and Creativity," Gifted Children Newsletter, 9:17-21 March, 1967.

Study done on determining whether creativity is independent of measured intelligence. Subjects consisted of 100 elementary school children. Comparisons made on IQ, judged products and four divergent thinking measures showed that only one divergent thinking test (Associations) favored the high IQ group significantly. The Match Problems, Utility, and Consequences tests did not differentiate between low and high IQ groups.

Martinson, Ruth. "Issues in the Identification of the Gifted," Exceptional Children, 33:13-16, September, 1966.

The need to identify gifted children through careful and complete individual tests and case studies somehow has not been accepted. Four general categories of concern appear to inhibit such identification procedures: a) inadequacy of existing measures, b) variability of intelligence, c) cost of identification of special programs, and d) establishment of a meritocracy. Identification of gifted children and provision of appropriate programs for them would maximize each child's potential for intellectual development and untold benefits would accrue to both the individual and society.

Martinson, Ruth A., and May V. Seago. The Abilities of Young Children. Washington, D. C.: The Council for Exceptional Children, National Education Association, 1967.

Monograph describing the assessment of children's products from a wide variety of topics in art, music, writing, social studies, and science. Ratings by experts of the quality of children's

products are compared for two groups who differ in measured intelligence. The procedures described may well provide ideas for more elaborate explorations of this approach.

Maw, W. H., and Ethel Maw. "Personal and Social Variables Differentiating Children with High and Low Curiosity." Cooperative Research Project, University of Delaware, 1965.

Definitive report on curiosity in a booklet form. Results indicated that high curiosity children, when compared with low curiosity children, 1) have a greater level of self-acceptance, 2) are more self-sufficient, 3) tend to feel more secure, 4) tend to be more creative, 5) tend to be more dependable, 6) are more often identified as square shooters, 7) show a higher level of group loyalty, 8) exhibit more healthy participation in group activities, 9) are more responsible for group welfare, and 10) show a better overall social adjustment.

Meeker, Mary. "Creative Experiences for the Educationally and Neurologically Handicapped Who Are Gifted," The Gifted Child Quarterly, 11:160-164, Autumn, 1967.

Paper proposes a second phase in the programming for EH and NH gifted. After placement in the special class, and after children are able to spend less time by themselves, they need time to interact with each other and experience creativeness. The author suggests a period of time for the pursuit of creative activities centered around the problem areas of space orientation, self-concept, and peer and adult relationships.

Meeker, Mary. "Understanding the Evaluation of Gifted: A New Method,"
The Gifted Child Quarterly, 13:230-236, Winter, 1969.

Description of a new method for evaluation of the gifted;
includes four parts: the rating scale, skills in which the gifted
children need competency, social attitudinal and emotional growth,
and motivation and interest.

Meeker, Mary. "What About Creativity for the Preschool Child?,"
The Gifted Child Quarterly, 9:144, Autumn, 1965.

Article giving nine suggestions for preschool education in the
fostering of creativity:

- 1) unlimits are set
- 2) the child is allowed his aloneness with the materials
regardless of what the rest of the children are doing
- 3) he has opportunities for an uninterrupted one-to-one rela-
tionship with the teacher when he asks for it
- 4) his frustration at any task is understandable and is a
signal for on-the-spot help from the teacher
- 5) there are many models around in the room which he may
emulate or may take off from
- 6) he is allowed to use the materials as he sees fit, with the
exception of destruction
- 7) he receives instant help in social situations with both
sides being made clear and judgment of solutions suggested
and carried out by the children
- 8) let them be taught social techniques of middle class values;
this for underprivileged students, at least, is the direction
which mobility will take
- 9) time to be listened to, not listened at, is necessary.

Mehdi, Baqer. "What Research Has to Say About Underachievement Among the Gifted," Guidance Review, 2:6-23, 1965.

Using the findings of 26 studies, the definitions and identification of underachievement are discussed. Factors considered in its causation are geographical location, sex, social and ethnic aspects, family relationship, personality factors, and self-concept. The program for the underachieving gifted children is discussed in terms of improving the educational environment, setting higher goals, city improvement programs, special class procedures, and counseling.

Michael, W. B. (ed.). Teaching for Creative Endeavor. Bloomington, Indiana: University Press, 1968.

Book of readings dealing with the central question of how can teachers encourage the development of creativity. The book is divided into four sections: introduction, curriculum, supervision and guidance, and mental health and parents.

Mitchell, Donald E., and Glenn A. Davison. "A New Concept in Talent Retrieval," Illinois Education, 58:383-384, May, 1970.

Description of Project TELTRI (Trainers of Educational Leaders for Talent Retrieval in Illinois). Describes the process of retrieval, the rationale behind it, and suggestions for future work.

Mitterling, Philip I. "Selection of Talent: A Problem?," The Superior Student, 7:1-2, March-April, 1965.

Mentions problems related to selection of students for honors programs: rigid grade point average criteria, inadequate counseling, and over-concern with statistical data such as test scores.

Morgan, Ben. "The Public Schools and the Gifted," The Gifted Child Quarterly, 9:80-82, Summer, 1965.

Description of Indiana Public Schools' programs for the gifted. Includes a brief summary of the programs in Terre Haute, Bloomington, South Bend, and Indianapolis.

Morrison, Charlotte. "A Creative Teacher Shares Notes to Trainees in a Gifted Child Training Program," The Gifted Child Quarterly.

Article made up from daily handouts given to trainees at the start of each demonstration class during the 1969 Creativity Workshop sessions. Includes all subject matter areas with a variety of techniques.

Morrison, Frank B. "A Governor's Thoughts on Giftedness," The Gifted Child Quarterly, 10:3-8, Spring, 1966.

Address of Frank Morrison, Governor of Nebraska, at the Winter Conference of The Nebraska Association for the Gifted in 1965. He discusses personal experiences and their relationship to identifying, motivating, and educating gifted youngsters.

Mullan, Eunice G. "Enrichment Reading for the Gifted," Instructor, 77:65, June-July, 1968.

Brief description of MAP (Major Achievement Program) of Rochester in which their gifted children are enrolled. Discusses the offerings of the program in terms of enrichment reading at the libraries for the gifted child.

Namy, Elmer, "Intellectual and Academic Characteristics of Fourth Grade Gifted and Pseudogifted Students," Exceptional Children, 34:15-18, September, 1967.

A group of 32 gifted boys and girls was compared with a group of 32 pseudogifted boys and girls (students misdiagnosed by their teachers) on the basis of WISC subtest scores and teacher marks attained while the students were in the fourth grade. The results showed no significant difference between the gifted and pseudogifted in performance on the WISC coding and arithmetic subtests. A significant difference in teacher grades favoring the gifted in the subject of English was observed; however, no significant differences were observed in other subjects. It is suggested that pseudogifted may rely, for the most part, on memory in attaining knowledge, whereas, the gifted rely not only on memory, but also on higher cognitive processes.

Neff, Herbert B. "Ways to Help Gifted Students Like Social Studies," The Gifted Child Quarterly, 11:108-111, Summer, 1967.

Deals with studies relating to evidence that gifted students dislike social studies, why they have the dislike, and some recommendations for teachers to make social studies more interesting for the gifted.

Newlin, Wayne E. "The Illinois Plan of Program Development for Gifted Children," The Gifted Child Quarterly, 9:78-79, Summer, 1965.

Description of the operations of the Illinois Plan for Gifted Children during the 1963-1965 biennium, with recommendations for new appropriations.

Nihira, K., and others. "A Factor Analysis of the Semantic-Evaluation Abilities," Gifted Children Newsletter, 8:20-21, September, 1965.

Study attempting to identify basic traits with respect to which individuals differ from one another in evaluative performances.

As a general conclusion, the structure-of-intellect still serves as a source of hypotheses for the scientific description and comprehension of intellectual abilities. Some problems still remain with respect to appropriate specifications for new tests designed to demonstrate particular unknown abilities predicted by the model.

Oppen, Margaret Bates. "Gifted Child in a Small Town: A Parent's Point of View," The Gifted Child Quarterly, 14:92-95, Summer, 1970.

Personal account of problems encountered by a gifted child and his family in a small town situation.

Owens, R. E. "The Relationship of Creative Thinking Abilities to Extreme Over- and Under- Achievement." Mimeograph, Kansas State University, 1965.

Overachievers were compared with underachievers at the elementary level on Torrance creativity tests. The overachievers had higher mean scores on flexibility, originality, and adequacy, as well as in total verbal creativity. Creativity was significantly correlated with verbal intelligence and with achievement.

Pankove, Ethel. "Relationship Between Creativity and Risk-Taking in Fifth Grade Children." Unpublished Doctoral thesis, Rutgers University, 1966.

Found positive relationship between creativity and risk-taking for boys.

Parrish, Beryl M. Education of the Gifted. New York: Twayne Publishers, Inc., 1965.

Study that has considered the issues concerning the education of the gifted child: the arguments for and against special education of the gifted, the underlying assumptions, an evaluation of proposals for promoting the maximum development with the writer's own suggestions for special attention to the gifted from elementary schools to the university.

Pasternack, Marian, and Linda Silvey. "Leadership Patterns in Gifted Peer Groups," The Gifted Child Quarterly, 13:126-128, Summer, 1969.

Study dealing with leadership in schools comprised entirely of gifted students. Data was collected at a summer workshop for gifted pupils. The results supported the hypothesis that the leader is likely to be more intelligent, but not too much more intelligent than the average of the group led.

Paton, Cora. "Divergent Thinking and Language in Nursery School Children." Unpublished Doctoral thesis, Florida State University, 1965.

Using Torrance tests on 31 Negro children found no significant differences in nonverbal or verbal divergent thinking in those who participated in a nursery school program or a language enrichment program for two years.

Paul, W. J. "Psychological Characteristics of the Innovator." Unpublished Doctoral thesis, Western Reserve University, 1965.

Defines top 2.5% as innovators or pioneers, next 13.5% as early adopters who influence the early majority, the next 34%. The

late majority are the lower 34% and the lowest 16% are defined as the laggards. The innovator is a sociometric isolate with a higher aspiration level than others; he is unable to tolerate consistency and routine, and is delighted by novelty. He is younger, more self-confident, aggressive, and less diffident. The author used Semantic Differential and Edwards Tests, and reports interesting differences between innovators who must persuade the early adopters.

Paulus, Dieter H., and Joseph S. Renzulli. "Scoring Creativity Tests by Computer," The Gifted Child Quarterly, 12:79-83, Summer, 1968.

Study representing an attempt to apply some of the most recent advances in computer science to the problem of scoring responses elicited by tests of creativity; explored various techniques for computer simulation of the ratings that human judges make in the process of scoring the Torrance Tests of Creative Thinking. They found that computers can be programmed to score such tests with a reasonable degree of validity.

Perkins, S. A. "A Comparative Analysis of the Congruence of High Creative and Low Creative High School Students.: Unpublished Doctoral thesis, University of Oregon, 1966.

Using nonprofessional techniques, he checked creativity in 149 high school students compared with congruence (lack of discrepancy between actual and ideal self). Almost all null hypotheses were accepted (no results); however, the high IQ did better on the RAT than did the average IQ.

Pittman, David F. "The Gifted Child," Religious Education, 63:365-370, September-October, 1968.

Article dealing with the need for enlightened concern for the gifted child in the church and synagogue. Discusses the role of the church and religion in educating these children.

Plowman, Paul D. "The California Curriculum Project for the Gifted," The Gifted Child Quarterly, 13:113-115, Summer, 1969.

Article discussing California's program for educating the gifted. It includes a description of the framework of the program and the curriculum guides for such a project.

Plowman, Paul D. "Programming for the Gifted Child," Exceptional Children, 35:547-551, March, 1969.

The trend in programming for the gifted is marked by greater concern for individualized instruction in which attention is given to the development of unique traits and skills based on conceptual research of the nature of intellect. Typical approaches such as regular class instruction, private study, acceleration, and counseling are described, and the need for ongoing evaluation is pointed out.

Plowman, Paul D. "What Can Be Done for Rural Gifted Children and Youth?," The Gifted Child Quarterly, 12:160-174, Autumn, 1968.

Deals with defining some parameters of the problem of educating rural gifted children and establishes some guidelines. Stresses PACE (Projects to Advance Creativity in Education) as a definite aid to the solution; gives many structural models for implementation.

Plowman, Paul D., and Joseph P. Rice. California Project Talent.
Sacramento: California State Department of Education, 1967.

Book describing Project Talent in detail; includes overview
of the project, innovation and change in talent development,
California Project Talent, and exemplary projects and programs.

Pommer, Henry F. "A College Adventure, Independent Study (Operation
Opportunity)," The Gifted Child Quarterly, 9:76, Summer, 1965.

Description of the Ford Foundation's project, "Operation
Opportunity," in Lake Forest, Colorado and at Allegheny Colleges.

Promoting Promise. New York City: Board of Education, 1968.

A 50 page report of the Citywide Committee on Gifted Children,
under the chairmanship of Robert F. Robinson.

Purkey, William Watson. "Creative Educational Communications on the
Gifted: 2070," Gifted Children Newsletter, 9:26-27, March, 1967.

A rather sarcastic article dealing with selecting more "weighty
titles" for work concerning the gifted; it includes a table on
projecting such titles.

Purkey, William Watson. "Human Behavior as Curricular Substance: A
Personal Development Program for Gifted High School Students,"
The Gifted Child Quarterly, 9:133-135, Autumn, 1965.

Description of Governor's Program for Gifted High School
Students in North Carolina. The purpose of the curriculum is to
systematically acquaint the student about the nature of his own
personality and the dynamics which determine his behavior. The
author also gives a brief description of three basic areas:
Aptitude, Personal, and a combination of development.

Purkey, William W. "Project Self-Discovery: Its Effect on Bright but Underachieving High School Students," The Gifted Child Quarterly, 13:242-246, Winter, 1969.

Problem of the study was the preparation and preliminary evaluation of an experiment study program: Project Self-Discovery. This project was designed to promote social and personal development among bright but underachieving high school students. The results of the study showed that the project did have a positive effect on the treated group, and to some extent, helped to foster intrinsic motivation.

Raina, M. K. "A Study Into the Effect of Competition on Creativity," The Gifted Child Quarterly, 12:217-220, Winter, 1968.

Study to examine the effect of competition on creativity. The results found that competition leads to an increase in ideational fluency and flexibility of ideas - two factors of creative thinking.

Raph, Jane Beasley, Miriam L. Goldberg, and A. Harry Passow. Bright Underachievers: Studies of Scholastic Underachievement Among Intellectually Superior High School Students. New York: Teachers College Press, 1966.

Text concerning a study that grows out of the research from Talented Youth Project of the Horace Mann-Lincoln Institute in the 1950's. It provides insights into the behaviors, feelings, and aspirations of bright adolescents: those who achieve well and those who do poorly in school. The major emphasis is on the assessment of various remedial procedures intended to improve the underachiever's school performance.

Renzulli, Joseph S. "A Curriculum Development Model for Academically Superior Students," Exceptional Children, 36:611-615, April, 1970.

A description of a curriculum development model based on the team approach used to guide the efforts of Operation ASTRA. The goal of the model was to help students become efficient organizers and processors of knowledge.

Renzulli, Joseph S. "Identifying Key Features in Programs for the Gifted," Exceptional Children, 35:217-221, November, 1968.

A study was undertaken to determine which features and characteristics of programs for the gifted are considered by authorities in the field to be the most necessary and sufficient for comprehensive programming. The seven features that were considered to be relatively more essential than others have been designated as key features of differential programs for the gifted. Discussion includes a description of the important dimensions of these key features.

Renzulli, Joseph S., and William G. Vassar. "The Connecticut Program for the Gifted," Today's Education, 57:74-76, December, 1968.

Description of efforts being made throughout Connecticut to provide quality educational experiences to meet the needs of the state's gifted and talented pupils. Programs described were representative of various settings in the state.

Rice, Joseph P. "California Project Talent: A Unique Educational Development," The Clearing House, 42:305-312, January, 1968.

An overview of California's Cooperative Research Project for Gifted pupils in grades 1-9; describes the background and philosophy, program, unsolved problems, and outcomes of the project.

Rice, Joseph F. "A Developmental Approach to Acceleration," The Clearing House, 40:216-220, December, 1965.

A review of the literature generally favorable to the practice of acceleration, but suggesting that increased emphasis on developmental aspects will force arbitrary grading to make way for more flexible procedures.

Rice, Joseph P. "Total Talent Development," Journal of Secondary Education, 42:12-16, January, 1967.

Article dealing with the necessity of having educational programs for the academically talented. Discusses the techniques to use for the creative student, the potential leader, and the technically competent.

Rice, Joseph P., and George Banks. "Opinions of Gifted Students Regarding Secondary School Programs," Exceptional Children, 34:269-273, December, 1967.

In San Diego, 119 gifted secondary students were interviewed to obtain their recommendations for an academic program change. Generally, these students preferred: a) more freedom in course selection and more emphasis upon a general education philosophy, b) French, German, humanities, creative writing, general mathematics, chemistry, physics, psychology, and economics courses, c) more intellectual criticism and discussion of controversial issues, d) more recognition for their work, and e) some type of selective academic segregation.

Rice, J. P., and Mildred Robeck. "Demonstration Programs for Gifted Pupils - A Progress Report," California Education, 3:3-6, November, 1965.

More than 2,000 educators have visited one of the six demonstration centers associated with California Project Talent, located at Los Angeles, Pasadena, Ravenswood, Lompos, San Juan (Carmichael), and Davis. The various programs, including teacher workshops are described.

Richstone, May. "Six Weeks' Brainstorming for Creativity," Instructor, 78:64, August-September, 1968.

Relates personal experience with using the Osborne technique of fostering creativity in her fourth grade classroom. Found that after six weeks' brainstorming practice, the scores of the fourth graders soared on the post-test, while the control group had negligible improvement.

Ringness, Thomas A. "Emotional Adjustment of Academically Successful and Nonsuccessful Ninth Grade Boys," Journal of Educational Research, 59:88-91, October, 1965.

Thirty high achieving (in terms of grade point average in academic subjects) and 30 low achieving upper-middle class Los Angeles boys with minimum 120 score on the California Test of Mental Maturity, and no significant differences in age and IQ, were given three self-report devices: California Test of Personality, 1953 Revision, Form AA, Second Level; Rotter Sentence Completion Blank, High School Form, 1950 Edition; and "A Self Test" (an instrument available only in California); showed general agreement of no gross adjustment differences on the three measures. There is some suggestion that the successful felt slightly better about themselves.

Roeper, Annemarie. "Gifted Preschooler and the Montessori Method," The Gifted Child Quarterly, 10:83-89, Summer, 1966.

Describes the Montessori approach for preschoolers and compares it with the traditional approaches. The author merges the ideas of both approaches into a new method for the teaching of gifted preschoolers, taking valuable points from each approach.

Rogers, Donald W. "Visual Expression: A Creative Advantage of the Disadvantaged," The Gifted Child Quarterly, 12:110-114, Summer, 1968.

Study showing that disadvantaged children are equal, and in some areas superior, to the advantaged children in visual creativity.

Rogers, Phyllis. "On Being a Successful Teacher of the Gifted," The Gifted Child Quarterly, 9:194-201, Winter, 1965.

Article discussing the factors which have bearing on being a successful teacher of the gifted. The ones that were included were the teacher's personality, a flexible physical classroom environment, a climate of favorable attitudes, and a program of enrichment.

Rogge, William. "Independent Study, Talent Development, and Responsibility," Gifted Children Newsletter, 12:1-4, March, 1970.

Article dealing with the job of educators to teach the gifted; redefines the job as the following: abolishing the Carnegie unit, leading the seminars, inservice education, evaluation, and independent study.

Roth, Eleanor. "Columbia University Helps Exceptional High School Students," The Gifted Child Quarterly, 13:181-185, Autumn, 1969.

Article describing Columbia's Saturday Science Honors Program for gifted students.

Roth, Eleanor. "Unusual Camp," New York State Education, 54:17-19, November, 1966.

Article describing the Science and Arts Summer Camp at Port Ewen, New York; the program includes a summer program for scholastically bright children.

Rothenberg, Albert, Julia C. Johnson, and Mollie B. Brooks. "An Approach to Teaching Gifted Emotionally Disturbed Adolescents," The Gifted Child Quarterly, 10:90-100, Summer, 1966.

Paper defines certain problem areas in emotionally disturbed adolescents who are gifted; proposes an approach to teaching which helps deal with the learning problem as well as promote the utilization of the gifts.

Rowe, Ernest R. "Creative Writing and the Gifted Child," Exceptional Children, 34:279-282, December, 1967.

Article was an outgrowth of author's experimentation in a self-contained classroom of highly talented sixth grade children; represents a pragmatic approach emphasizing the idea of the teachable moment and the rapport enjoyed by the students and their teacher. Discusses selected techniques which have proven effective in obtaining original efforts from talented students.

Rowe, Ernest R. "Wanted: The Authentic Teacher," Gifted Children Newsletter, 11:33-34, November, 1968.

Article dealing with four criteria necessary for the teacher of the gifted: CIRB. This stands for commitment, involvement, responsibility, and "be for real." These four elements are all expounded upon and their implications stated.

Rowland, Monroe K., and Jerry L. Smith. "Toward More Accurate Prediction of Achievement," The Elementary School Journal, 67:104-107, November, 1966.

Study dealing with exploring and evaluating weaknesses in definitions of underachievement in hopes of developing a better definition. Found that there appears to be no universal definition of underachievement that would identify pupils as under-achievers in general.

Runyon, Joyce. "...Concerning the Establishment of Programs for the Gifted," Gifted Children Newsletter, 13:31-34, Spring, 1971.

Paper examining twelve questions related to the provision of educational opportunities for the gifted, ranging from the basic definition to criteria for selecting teachers.

Russel, Donald W. "Report on Education of Gifted Children in New Zealand," Christchurch, New Zealand: Department of Education, University of Canterbury, 1969.

Comprehensive report on New Zealand's programs for their gifted children.

Salzer, Harry M. "Body Chemistry - A Limiting Factor for the Gifted Child," The Gifted Child Quarterly, 10:29-32, Spring, 1966.

Article deals with dietetic needs of the body and how the gifted child may be one of the fortunate who, by either intelligence or intuition, knows what to eat.

Saunders, Robert J. "The Role of the Arts in Creativity for the Gifted," The Gifted Child Quarterly, 12:120-124, Summer, 1968.

Article stressing the need for the fine arts in curriculum, and as a "must" for the gifted; the author says that art strengthens the psycho-motor aspects of the affective domain, which is necessary for total giftedness.

Schaefer, Charles E. "A Psychological Study of 10 Exceptionally Creative Adolescent Girls," Exceptional Children, 36:431-441, February, 1970.

Ten high school girls were identified as exceptionally creative on the basis of teacher nominations and test scores. Historical, personality, and projective data were collected by means of tests and interviews. Particular emphasis was placed on life history antecedents of creative achievement. The highly creative girls were found to possess a number of common characteristics; particularly in the area of familial and educational history, leisure time activity, fantasy experience, and self-concept.

Scheier, Ivan H. "Creative Personality and the Nature of the Creative Process," High School Journal, 48:474-479, May, 1965.

This article delineates a creative personality profile from measuring with the 16 PF Test for adults large numbers of people consensually validated as creative: high intelligence, intense and self-sufficient inner life, sensitive imaginativeness, and a certain inner self-sufficiency, as revealed in assertive boldness. This is seen as a set of dispositions emanating broadly from the personality.

Schiele, Don. "For Gifted Students - Supplement, Not Supplant," Pennsylvania School Journal, 116:539, May, 1968.

Article describing program for gifted in Westmoreland County. The author says that the program is built around the specific needs of the gifted which include a need for leadership opportunity, a need for an open-ended curriculum, a need for independent study, and a need to be challenged constantly in order to operate at the top of his ability level.

Schreffler, Roy H. "A Follow-Up of Sixth Grade Regular and Special Class Gifted," Gifted Children Newsletter, 12:31-47, November, 1969.

Study was to determine whether the benefits of a year's participation in sixth grade major work classes would have positive academic value during subsequent secondary school years. Interrelationships of personal and social factors with high Binet IQ were also studied. Results showed that a year's experience, the sixth grade level, in special class for high IQ children resulted in better scholarship, as indicated by marks subsequent to that

experience. In addition, from the data, it was concluded that the subjects' knowledge that they possessed high ability may have resulted in improved classroom performance, regardless of the instructional arrangements. Also, the possibility that the secondary teachers may have been influenced in assigning grades by their knowledge of the student's special class participation cannot be overlooked. Some teachers later reported being overly severe on that account, but others may have been overly generous.

Schulman, David. "Openness of Perception as a Condition for Creativity," Exceptional Children, 33:89-94, October, 1966.

A creativity test and two perceptual tests were given to 89 fourth grade children: a) Drawing Completion Task, consisting of simple line combinations from which interesting drawings were to be made; b) Changing Figures Test, measuring the ability to see change in a succession of drawings, c) Finding of Enclosed Areas Test, in which closed spaces had to be found in complex forms. Significant correlations were found between the creativity and perceptual openness tests. Other data were interpreted as suggesting that creativity is dependent upon perceptual openness. Importance of developing tests of creativity and stressing the need for perceptual experiences in school was indicated.

Schwartz, Pearl W. "A Compendium of Methods for the Teaching of Science to Gifted Children," Science Education, 52:130-138, March, 1968.

Paper that is intended to be utilized to suggest, amplify, and present a springboard for teachers, administrators, and curriculum specialists in extending concepts and materials for the

gifted child in science through the classroom or in-service level. The basic premise is that increasing the capacity for consistent self-direction will serve to realize the ultimate potential of the gifted child in science.

Shaffer, V. Faye, and George E. Troutt, Jr. "Courses Offered on the Education of the Gifted," The Gifted Child Quarterly, 14:8-23, Spring, 1970.

Summary of nationwide "College and University Courses on the Gifted" questionnaire. It includes course title, name and location of the institution, instructor, when offered, and the number of semester credit hours given.

Shaw, Robert A., and others. Modular Arithmetic. Hartford, Connecticut: Operation ASTRA, 1969.

A curriculum guide of modular arithmetic stemming from operation ASTRA, a curriculum development project for academically gifted students. This particular enrichment unit has 12 different activities based on three main processes: addition, multiplication, and addition and multiplication extended. The topics of arithmetic and geometry are studied using these processes. The format is similar to a programmed test.

Sidle, A. C. "Creativity and Delusional Thinking in Schizophrenics." Unpublished Doctoral thesis, Stanford University, 1967.

The author found some surface similarities.

Singer, Dorothy G., and Bradford Doane. "An Evaluation of the Attitudes of Academically Gifted Students Towards the Honors Program in a Suburban High School," The Gifted Child Quarterly, 9:203-207, Winter, 1965.

Description of a study of the attitudes of suburban high school students currently in an honors program towards the program itself, and towards each other, as a consequence of exposure to the honors classes. Results indicated that honors students were functioning at a higher academic level than a control group of peers with similar IQ's.

Smith, G. Kerry. (ed.). In Search of Leaders. Washington, D.C.: National Education Association, American Association for Higher Education, 1967.

A series of essays written by educators and dealing with the imperatives and difficulties of discovering and nurturing leadership. Perceptions of how colleges and universities can best help the nation in the search for leaders.

Smith, Sharon, and others. "Detailed Case Studies of Gifted Children, Kindergarten Through Grade Twelve, Arranged by Age Sequence," The Gifted Child Quarterly, 11:20-56, Spring, 1967.

Thirteen case studies pertaining to a gifted child at each grade level, k-12; emphasizes the value of doing a case study to gain objectivity and obtaining a fuller, clearer picture of the gifted child's potentialities.

Smith, Wallace. "Theatre Arts and the Gifted Student," Gifted Children Newsletter, 11:11-17, November, 1968.

Article dealing with two phases of the field of theatre arts:

1) long-recognized interest that intellectually gifted students have for theatre arts, and 2) identification and education of students who may have exceptional ability in the theatre. The author also describes a particular theatre arts program and several characteristics of students talented in the theatre.

Snow, C. P. "Our Obligation to Gifted Children," Instructor, 79:96-97, January, 1970.

British author, scientist, and lecturer writes his deep concern for the gifted child in that he emphasizes the need to educate him to the fullest extent of his talents.

Sonntag, Joyce. "Sensitivity Training with Gifted Children," The Gifted Child Quarterly, 13:51-57, Spring, 1969.

Article dealing with the Exemplary Curriculum Guides Project which includes a unit on sensitivity training for the gifted. The author also discusses the workshop with the teachers, the problem of "hurt feelings," and what they learned from the workshop.

Spaeth, Joe L. "General Problems in Selecting Candidates for Honors Programs," The Superior Student, 7:20-22, March-April, 1965.

Discusses possible improvements in selection, some of the shortcomings of the kind of information currently used in assessing honors candidates, and a statistical limitation on the success of this assessment.

Sullivan, Edward J. "The Handicap of Intelligence," The Gifted Child Quarterly, 11:86-89, Summer, 1967.

A story about a family of gifted children - Philip, Peter, and Gemma Freeman, who were British-Australian immigrants to the United States; the author relates the problem of educating them to their fullest extent.

Sullivan, Joseph P., and Louis J. Moran. "Association Structures of Bright Children at Age 6," Child Development, 38:793-800, September, 1967.

The factor structure of free word associations of 101 bright six year old children was compared to the factor structure typically found with adult samples. The only major difference in factor structure was attributed to "functional" associates, which were related positively to predication associates, and negatively related to contrast-coordinate associates in the sample of children. Adultlike idiodynamic sets were present in the sample of children, but were not predictive of differential effects upon commonality, reaction time, or response faults, as they are in adult samples. The absence of these effects was attributed to low "association strength" of competing associations, that is, low commonality status of the six year old children.

Tannor, Shira. "Survey on the Gifted in Cities over 250,000 Population," Exceptional Children, 32:631-632, May, 1966.

Fifty United States cities were sent a questionnaire concerning the gifted; of the surveys returned, it was found that 85% have a formalized program for the gifted and most use a variety of screening techniques.

Tating, Marcela. "Priming Creative Thinking in Elementary School." Unpublished Doctoral thesis, University of California at Los Angeles, 1965.

64 fourth grade pupils were divided into experimental and control groups in an effort to develop creativity in science. The trained group showed more divergent responses, but there was no difference in originality.

Taylor, Calvin W. "Be Talent Developers as Well as Knowledge Dispensers," Today's Education, 57:67-69, December, 1968.

Article stressing the need for teachers to use a different type of approach to foster each type of talent.

Taylor, Calvin W. "The Highest Talent Potentials of Man," The Gifted Child Quarterly, 13:9-30, Spring, 1969.

Article dealing with the idea of multiple talents. It includes a history of the theory, ways to teach the deprived talented, theory and evidence of the multiple talent approach, how to teach creativity, studies in communication talents in language arts, and how to kill creativity.

Taylor, C.W., and F.E. Williams. (eds.). Instructional Media and Creativity. Washington, D.C.: United States Office of Education, 1965.

Proceedings of 1964 conference includes articles by Taylor, Guilford, Torrance, Provus, MacKinnon, Beck, Parnes, Mooney, Reittel, and Williams.

Tetrault, Theo E. "The Schools' Responsibility for the Mental Health of Gifted Students," The Gifted Child Quarterly, 9:85-88, Summer, 1965.

Article stressing the importance of school in helping the gifted attain mental health. The suggestion included:

- 1) schools can more actively use available knowledge
- 2) behavior of the gifted needs to be understood
- 3) psychiatrists should be used in the school program to help the gifted.

Thomas, George I., and Joseph Crescimbeni. Guiding the Gifted Child. New York: Random House, 1966.

Exposes the needs, expectations, and problems encountered with gifted children in the classroom. It attempts to identify, characterize, and understand the nature of the gifted. It presents plans of action for dealing with such children through enrichment and acceleration.

Thorne, Alison. "Creativity Plus Maturity," The Gifted Child Quarterly, 12:43-46, Spring, 1968.

Article dealing with the need for the gifted to be emotionally and socially mature as well as intellectually superior. It lists and describes psychologist Heath's six concepts for maturity: intellectuality, close friendships, independence in value judgments, tolerance of ambiguity, breadth of interest, and a sense of humor.

Tichenor, Patricia. "Superstudent," The Gifted Child Quarterly, 14:126-127, Summer, 1970.

Article revealing the trials and tribulations to which gifted persons are subjected. It further exemplifies the often suspected fact that the gifted themselves do not make the apparent-to-others deduction of giftedness being personally relevant.

Tisdall, William J. "The Disadvantaged Gifted Child," Exceptional Children, 34:389, February, 1968.

Article discussing some facts about disadvantaged gifted children and a description of the Lincoln School in Kentucky for them. The author says that devaluation of education is prevalent among children from economically and culturally disadvantaged backgrounds, and that an impairment of learning styles and motivations is a common result of these environmental circumstances.

Tongue, Cornelia (ed.). The Proceedings of the Sessions on Gifted and Talented Children. Raleigh, North Carolina: Department of Public Instruction, 1970.

Book of the proceedings of the sessions relating to gifted children as presented during the 21st Annual Special Education Conference in Charlotte, North Carolina.

Town, Martin. "Parents - Are Your Children Creative?," The Gifted Child Quarterly, 9:142-143, Autumn, 1965.

Article giving parents some insight into the matter of creativity. It defines it as the production of new ideas, and encourages parents to build an atmosphere where creative thinking is permitted.

Torrance, E. Paul. "Continuing Intellectual Development After High School," The Gifted Child Quarterly, 11:133-139, Autumn, 1967.

Address at commencement for Sands Point County Day School and Academy in New York. Torrance stressed the need for further substantial development after high school in the intellectual abilities of memory, judgment, reasoning, problem-solving, creative thinking, and decision-making.

Torrance, E. Paul. "Continuity in the Development of Young Children," Mimeograph, University of Minnesota, 1965.

Whereas continuity in creative development is possible, many educators produce discontinuity by heavy emphasis on courtesy, obedience, and promptness, and a failure to build on curiosity, intuitiveness, and the liking to work alone.

Torrance, E. Paul. "Creative Positives of Disadvantaged Children and Youth," The Gifted Child Quarterly, 13:71-81, Summer, 1969.

Article dealing with the optimistic view of discovering latent creative potential in the disadvantaged youth. The author discusses: issues concerning unrecognized potential, awakening unrecognized potential, and preliminary results of the life enrichment activity program.

Torrance, E. Paul. "Creativity and Its Educational Implications for the Gifted," The Gifted Child Quarterly, 12:67-78, Summer, 1968.

Gives possible implications for gifted children in the area of creativity: look to the creatively gifted disadvantaged, the need for a "time out" of school, and the use of the built-in motivation of creative learning.

Torrance, E. Paul. "Creativity and Its Relationship to Achievement and Motivation," Gifted Children Newsletter, 11:21-33, November, 1968.

Article attempting to show why creative ways of learning have a built-in motivation for achievement and to identify some of the most essential educational methods for facilitating creative ways of learning. The methods he suggests are: 1) incompleteness, openness; 2) producing something and then doing something with it; and 3) having pupils ask questions.

Torrance, E. Paul. "Curiosity of Gifted Children and Performance on Timed and Untimed Tests of Creativity," The Gifted Child Newsletter, 13:155-158, Autumn, 1969.

Study designed to test the hypothesis that an untimed test of creativity (creative thinking) will work more to the advantage of highly curious children than it will to gifted children that are low in curiosity. The results suggested that among gifted preadolescents, the level of curiosity makes a difference in performance on untimed creativity tests.

Torrance, E. Paul. "Different Ways of Learning for Different Kinds of Children." Mimeograph, University of Minnesota, 1965.

Different kinds of children learn best when given opportunities to learn in ways best suited to their needs and abilities. Abilities in the conventional measure of intelligence are more suited to learning by authority than learning by discovery, and the reverse is true of abilities represented by tests of divergent thinking. Examples of disadvantaged children, and of learning differences in dogs and cats are also adduced.

Torrance, E. Paul. Encouraging Creativity in the Classroom. Dubuque, Iowa: William C. Brown Company Publishers, 1970.

Book dealing with the encouragement process as the heart of teaching; he discusses how creative activities can become central to the entire learning process, what the teacher can do to encourage creativity, and how to encourage disadvantaged children.

Torrance, E. Paul. "Finding Hidden Talents Among Disadvantaged Children," The Gifted Child Quarterly, 12:131-137, Autumn, 1968.

Article dealing with Torrance's proposition of a general format and some specific techniques for procedures to discover hidden talents among disadvantaged children. He also discusses a creative workshop, creative dramatics, small group creative problem-solving, and creative writing.

Torrance, E. Paul. "The Gifted Child Teacher," Instructor, 77:63, June-July, 1968.

A few suggestions for the teacher of gifted children in what he is to expect of them and what he should be planning for them.

Torrance, E. Paul. "Gifted Children Can Read Statistics," The Gifted Child Quarterly, 14:3-7, Spring, 1970.

Article outlining the process of research for readers of statistical articles. It includes methods of research, descriptive statistics, inferential statistics, and practice in reading statistical articles.

Torrance, E. Paul. Gifted Children in the Classroom. New York: The Macmillan Company, 1965.

Beginning with a chapter devoted to a brief review of some changing concepts of giftedness, this book goes on to explore topics of general interest to all teachers: a discussion of commonly held goals in teaching the gifted and the implications inherent in attempts to achieve them, motivating gifted children, methodological and curricular provisions. Other topics that are touched upon include reading creatively, developing research skills for the gifted, and a discussion of the impact good kindergarten experiences have upon the gifted.

Torrance, E. Paul. "Helping the Creatively Gifted Girl Achieve Her Potentiality," Journal of the National Association of Women Deans and Counselors, 29:28-33, Fall, 1965.

Specific suggestions are that counselors:

- 1) provide a refuge
- 2) serve as a sponsor or patron
- 3) help her understand her divergence
- 4) let her communicate her ideas
- 5) see that her creative talent is recognized
- 6) help parents and teachers understand her

Torrance, E. Paul. "Helping Gifted Children Through Mental Health Information and Concepts," The Gifted Child Quarterly, 11:3-7, Spring, 1967.

Paper arguing that mental health, personal effectiveness, creative efficiency, and the functioning of gifted children would be greatly improved, if, beginning in elementary school, the gifted were given accurate information and provided opportunities to develop sound concepts about mental and personal functioning.

Torrance, E. Paul. "How Gifted High School Students Can Continue Growing Intellectually," The Gifted Child Quarterly, 12:3-9, Spring, 1968.

Eight practical ideas for gifted high school students to use for continuing their intellectual growth:

- 1) learn outside of the curriculum
- 2) associate with some research project
- 3) organize a school for younger children
- 4) associate with some community project
- 5) enter talent and achievement competitions
- 6) join other gifted young people
- 7) take time for a break
- 8) become an expert at something

Torrance, E. Paul. "A Longitudinal Examination of the Fourth Grade Slump in Creativity," The Gifted Child Quarterly, 12:195-199, Winter, 1968.

Evidence presented on longitudinal data showing that fourth graders drop significantly in four aspects of creativity: fluency, flexibility, originality, and elaboration. This study was performed on 100 children studied longitudinally from the third through the fifth grades.

Torrance, E. Paul. "Mental Health and Creative Functioning," The Gifted Child Quarterly, 11:71-78, Summer, 1967.

A review of some of the findings from studies of creative persons. It also contains a review of some of the major theories of personality and psychotherapy that show that dominant goal of psychotherapy is to enable people to become productively creative. Torrance refutes the idea that one must be mentally sick in order to function

creatively and that psychotherapy will destroy creativity.

Torrance, E. Paul. "Motivating the Creatively Gifted Among Economically and Culturally Disadvantaged Children," The Gifted Child Quarterly, 9:9-12, Spring, 1965.

Article discussing some of the reasons why young culturally disadvantaged youth are not motivated to learn and to achieve in school (no chance to use what is learned, no chance to communicate, tasks are too difficult or too easy, no chance to learn in preferred ways, no rewards for certain kinds of excellence, and a lack of purposefulness). He also gives some positive suggestions for motivating these youngsters.

Torrance, E. Paul. "Originality of Imagery in Identifying Creative Talent in Music," The Gifted Child Quarterly, 13:3-8, Spring, 1969.

Study attempting to explore the role of imagery in the accomplishments of creative young people in the field of music and the possibility of using a measure of originality of imagery as one approach in identifying creative talent in music. The results supported the idea that students gifted in music tend to have rich, imaginative, original imagery in comparison with unselected groups and that music students who show promise in composition excel those who are interested primarily in performance skills. The results further suggest that skills in producing imagery should be developed among young children showing promise and interest in music composition.

Torrance, E. Paul. "Prediction of Adult Creative Achievement Among High School Seniors," The Gifted Child Quarterly, 13:223-229, Winter, 1969.

Report summarizing some of the more important results of University of Minnesota High School seniors who had been administered the original version of the Torrance Tests of Creative Thinking in September, 1959. The follow-up took place in the spring of 1966. The evidence from this study strongly supports the suggestion that measures of creative thinking ability be given consideration in selecting high school seniors with the greatest promise for creative achievement.

Torrance, E. Paul. Rewarding Creative Behavior. Englewood Cliffs, New Jersey: Prentice-Hall Co., 1965.

Book attempting to generally discuss the importance of "valuation" in creative behavior. It formulates the principles to create an environment where high value is placed on creative thinking. The program produces a detailed system by which children are helped to develop evaluative behavior conducive to creative thinking. Three sets of studies are also mentioned:

- 1) what happens in the classroom when teachers start consciously to reward creative behavior,
- 2) what the evaluative norms of the teacher are, and
- 3) how we get children to value more positively their own ideas.

Torrance, E. Paul. "Stress-Seeking as a Factor in High Achievement," The Gifted Child Quarterly, 10:169-173

Study exploring and contrasting the concepts and perceptions of high-achieving, low-achieving, and unselected preadolescents

concerning stress-seeking tendencies. The results supported the hypothesis that stress-seeking tendencies are involved in high achievement and that avoidance of stress-seeking behavior is characteristic of low achievers. This supports the idea that gifted children, to become high achievers, may need more opportunities for stress-seeking.

Torrance, E. Paul. "We Know Enough to Teach More Creatively Than We Do." The Gifted Child Quarterly, 9:59-63, Summer, 1965.

Article giving 20 clues for increasing classroom creativity:

- 1) Recognize heretofore unrecognized and unused potentialities.
- 2) Respect the child's need to work alone at times.
- 3) Inhibit the censorship role long enough for the creative response to occur.
- 4) Allow—even encourage—a child to go ahead and achieve success in an area, and in a way that is possible for him.
- 5) Permit the curriculum to be different for different pupils.
- 6) Give concrete embodiment to the creative ideas of children.
- 7) Give a chance for the child to make a contribution to the welfare of the group.
- 8) Reduce pressure, if it is at an inhibiting level, by providing a non-punitive environment.
- 9) Provide approval in one area to give courage to try in others.
- 10) Voice the beauty of individual differences.
- 11) Respect the potential of low achievers—do not rely too

heavily upon labels acquired during earlier grades.

- 12) Be enthusiastic about the child's possibilities.
- 13) Support the child against peer pressures to conformity, when needed.
- 14) Place an unproductive child in close contact with a productive creative child.
- 15) At times, use fantasy ability to establish contacts with reality.
- 16) Capitalize upon hobby and special interests and enthusiasms.
- 17) Be willing to tolerate complexity and disorder, at least for a period of time.
- 18) Become involved in the child's learning and thinking—really listen to what he is trying to communicate.
- 19) Do not be afraid of bodily contact with children, especially young ones.
- 20) Communicate that you are "for," rather than "against" the child.

Torrance, E. Paul. "What is Honored in a Country Will Be Cultivated There," Gifted Child Newsletter, 10:16-21, March, 1968.

Study designed to find the relationship between the level of creative functioning as measured by the Torrance Tests of Creative Thinking of children from grades 1-6 in 11 different cultures and two measures of the extent to which these cultures honor creative talent. The results supported the ideas that "what is honored in a country is cultivated there." The findings suggest that the

culture that desires to produce high levels of creative talent should seek to encourage those behaviors in children that facilitate creative functioning and discourage those characteristics that inhibit such functioning and should make available to its members a variety of occupational outlets and careers in the creative arts and sciences.

Torrance, E. Paul. "Will Creatively Gifted High School Seniors Behave Creatively Seven Years Later?," Gifted Children Newsletter, 12:24-31, November, 1969.

Study that summarized the results obtained when a follow-up was performed seven years later to a group of University of Minnesota High School seniors who had been administered the original version of the Torrance Tests of Creative Thinking in September, 1959. The evidence arising from this study strongly supports the contention that highly original high school seniors will behave creatively in their adult lives.

Torrance, E. Paul, and Dean C. Daww. "Aspirations and Dreams of Three Groups of Creatively Gifted High School Seniors and a Comparable Unselected Group," The Gifted Child Quarterly, 9:177-182, Winter, 1965.

Study which attempted to look more deeply at the aspirations and dreams of the three highly creative groups and to compare them with unselected adolescents of the same age and educational level. They found that high school seniors identified as highly original, high in elaboration ability, and high in both originality and elaboration by means of paper-and-pencil tests express stronger creative motivations, a greater striving for excellence, a greater

attraction to unusual and unconventional jobs and kinds of achievement, and more "divine discontent," rather than aspiring to a "life of comfort, normality, conformity, satisfaction, and happiness," when contracted with a comparable sample of unselected high school seniors.

Torrance, E. Paul, and Dean C. Daww. "Attitude Patterns of Creatively Gifted High School Seniors," The Gifted Child Quarterly, 10:53-57, Summer, 1966.

Study that extended the understandings of the dynamics of the mental and personality functioning tapped by the tests of creative thinking in the direction of attitude patterns and orientations to life. They administered the Runner Studies of Attitude Patterns to 115 creatively gifted high school seniors and compared them to a control group. They found that the highly creative more frequently had high patterns on the experimental, intuitive, and resistance to social pressure scales, and less frequently high patterns on rules and tradition, passive compliance, hostility, and blame.

Torrance, E. Paul, and Dean C. Daww. "Mental Health Problems of Three Groups of Highly Creative High School Seniors," The Gifted Child Quarterly, 9:123-127, Autumn, 1965.

Study finding that highly creative students frequently experience rather intense and prolonged stresses that reduce their creativity and that the stresses of the highly original student differ in important ways from those characteristically experienced by those who excel in elaboration.

Torrance, E. Paul, and Jean Goldsmith. "The Plea of the Gifted—For Teachers to Teach," The Gifted Child Quarterly, 11:205-208, Winter, 1967.

Accounts of various school systems across the United States who have failed their gifted pupils. The authors use actual remarks and reactions of the students themselves to stress the urgent need for strong programs for the gifted.

Torrance, E. Paul, and Ethel Hansen. "The Question-Asking Behavior of Highly Creative and Less Creative Basic Business Teachers Identified by a Paper and Pencil Test," Psychological Reports, 17:815-818, 1965.

Classroom observations made of six highly creative business teachers and six less creative controls showed that the questions asked by the highly creative teachers were given higher scores on the Burkhardt-Bernheim measure of divergent power, and a greater proportion of them were judged "divergent-provocative."

Torrance, E. Paul, and Richard T. Johnson. "Gifted Thirteen-Year-Olds in Two Cultures: Greater London and Greater Twin Cities (USA)," The Gifted Child Quarterly, 10:125-131, Autumn, 1966.

A comparative study of mathematics learning among gifted 13 year olds in the Greater London and Greater Twin Cities (Minneapolis and St. Paul). They found the 13 year olds to behave very similarly, but different in a few areas; the Twin Cities gifted were more mobile and spent more time on outside study than the London gifted.

Torrance, E. Paul, and Joe Khatena. "What Kind of Person Are You?: A Brief Screening Device for Identifying Creatively Gifted Adolescents and Adults," The Gifted Child Quarterly, 14:71-75, Summer, 1970.

Description of an instrument used to identify creatively gifted adolescents and adults. Data resulted from a survey and found that there are 84 characteristics that would identify creative people from those less-creative. This article also described the reliability and validity tests performed on the instrument.

Torrance, E. Paul, and R. D. Strom. Mental Health and Achievement: Increasing Potential and Decreasing School Dropout. New York: William Wiley Publishing Co., 1965.

Book of readings with theoretical focus of mental health as being fundamental to achievement; the thesis of the book is that mental health and achievement are interactive and that most dropouts could be prevented by more attention to mental health and consequent better achievement in schools.

Torrance, E. Paul, and George Witt. "Experimental Grouping on the Basis of Creative Abilities and Motivations," The Gifted Child Quarterly, 10:9-14, Spring, 1966.

Review of three experiments dealing with grouping children according to their creative abilities and/or interests. The three studies were: MacDonald and Raths Study, Torrance Study of Creative Motivation, and Witt Project with Creative Children. The article also exposes the reader to some possibilities for developing materials, methods, and skills for such grouping.

Torrey, Jane W. "Learning to Read Without a Teacher: A Case Study," Elementary English, 46:550-556, May, 1969.

A case study about a five year old Negro boy who had taught himself to read. The article describes observations of his progress and is concerned with the fact that the child who is disadvantaged and whose language deviates from standard English still mastered reading on his own before entering school.

Toynbee, Arnold. "Creativity in Our Schools," Instructor, 77:21, April, 1968.

Interview with the famous British historian and author, as he discusses the concept of creativity with particular stress to how it can best be fostered in American Children in their schools.

Van Doren, R. H. "Development of Selected Thinking Abilities Through Creative Discussion of the Seventh Grade Curriculum." Unpublished Doctoral thesis, University of Southern California, 1967.

Fluency in seventh grade can be fostered by teachers trained in creative thinking and by using creative discussion. The same is true for flexibility, but not originality.

Vassar, William G., and Joseph S. Renzulli. "Course Offerings on the Psychology and Education of the Gifted," The Gifted Child Quarterly, 13:37-44, Spring, 1969.

Survey of colleges and universities concerning their courses dealing with the psychology and education of the gifted. The article includes a chart which lists title, name and location of the institution, instructor, when offered, and credit given.

Vassar, William G., and Joseph Renzulli. "The Gifted Child in Connecticut." Mimeograph, Connecticut State Department of Education.

Bulletin giving practical suggestions for program development for the gifted.

Verizzo, Ouida. "Conceptions of Conservation and Reversibility in Children of Very Superior Intelligence," School Science and Mathematics, 70:31-36, January, 1970.

Study of conservation and reversibility abilities in a group of gifted children found that a substantial percentage of gifted children tested were able to make abstract conceptions of conservation and reversibility well ahead of children in general. This implies that science teachers should start a great deal earlier to teach activities that would help the gifted children distinguish between mass, weight, and volume.

Walker, William J. "Creativity and High School Climate," The Gifted Child Quarterly, 10:139-144, Autumn, 1966.

Study designed to investigate environmental characteristics of high schools judged to be the type that promote the development of creativity as compared with schools not considered outstanding in this regard. The High School Characteristics Index was administered to students in four high schools, and it was found that highly creative schools scored high on aspiration level, academic achievement, self-expression, academic climate, and student dignity.

Wall, Harvey R. "Bright Kids Were Turned On," Instructor, 79:48-49, June-July, 1970.

Description of a summer program for mentally gifted children in Mt. Diablo, California, at Mt. Diablo Unified School District's Advanced Programs Summer School.

Wallach, Michael J., and Nathan Kogan. "A New Look at the Creativity-Intelligence Distinction," Journal of Personality, 33:348-369, September, 1965.

Article criticizing such previous studies of Getzels-Jackson (1962), for failure of the creativity measures to define an essentially separate cognitive area, the creativity tests being no more strongly intercorrelated than they were correlated with intelligence measures. They were concerned that production of associative content be abundant and unique and that subjects have a playful, permissive, task-centered attitude in association (as opposed to the test orientation of usual creativity measures, with their threat of evaluation), the authors placed no limits on their creativity measures. Subjects were all fifth graders in a suburban middle-class school system - 70 boys and 81 girls; 10 creativity and 10 intelligence measures were given and subjects placed in four groups: high creativity-high intelligence, high creativity-low intelligence, low creativity-high intelligence, and low creativity-low intelligence. Test results show an average intercorrelation of .5 among both creativity and intelligence measures, but only .1 between creativity and intelligence. Test results warrant the following descriptions of the four

groups: high-high can experience within themselves both control and freedom, with both adult-like and child-like behavior; high-low - angry conflict with self and environment, beset by feelings of unworthiness and inadequacy, but can blossom cognitively in a stress-free content; low-high - addicted to school achievement, academic failure perceived as a disaster, must continue to strive for academic excellence to avoid the possibility of pain; low-low - basically bewildered, engaging in various defensive measures from the useful (intense social activity) to regression (passive or psychosomatic).

Wallach, Michael A., and Cliff W. Wing, Jr. The Talented Student. New York: Holt, Rinehart, and Winston, Inc., 1969.

An investigation of talented accomplishments outside the classroom during the high school years and what they seem to imply about cognitive processes.

Walters, G. Lynn. "Creativity vs. Discipline - A Balance," The Gifted Child Quarterly, 12:234-238, Winter, 1968.

Article dealing with considering the problem of conflict between creativity and discipline. The author concludes that both can coexist peacefully and can be implemented best in a balance with each other.

Ward, Virgil S. "Differential Education for the Gifted," Gifted Children Newsletter, 13:27-29, Spring, 1971.

A statement in support of special educational provisions for gifted and talented children used at a public hearing. It

includes the nature of the obligation for special provisions for these youth, the logic of the program, and finally implementing this obligation with action.

Ward, Virgil S. "Educating the Most Educable," Virginia Journal of Education, 59:16-17, March, 1966.

Article dealing with the nature and significance of the task of educating the gifted. Ward summarizes differential education for the gifted as being threefold: 1) more children of exceptional ability can be discovered, 2) that they can be better educated through a pattern developed and adjusted to the needs of the middle mass of persons, and 3) that their formal education can be compacted into a shorter time span, so as to release the creative and productive energies for earlier and longer service to mankind.

Welsh, G. S. "Personality and Creativity: A Study of Talented High School Students." Unpublished Doctoral thesis, University of North Carolina, 1967.

Use of adjective check list on Governor's school students indicated high creative adolescent is an independent, non-conforming individual, and that he has active heterosexual interests.

Welsh, G. S. "Verbal Interests and Intelligence: Comparison of SVIB, Terman CMT, and D-48 Scores of Gifted Adolescents," Educational and Psychological Measurement, 27:349-352, Summer, 1967.

When the CMT was given in a gifted summer program, it was found that the academically gifted scored above the artistically

talented. To test whether the difference was verbal or *g* factor, the nonverbal D-48 was administered with the same results. Accordingly, three groups of alumni were selected 1) higher on Terman CMT than D-48, 2) opposite, and 3) middle group. These groups took the SVIB and the high Terman group turned out highest on interests such as advertising man, lawyer, and author-journalist (all verbal-linguistic). The author concluded that a constant relationship between intelligence and verbal interests exists.

Werblo, Dorothy, and E. Paul Torrance. "Experiences in Historical Research and Changes in Self-Evaluations of Gifted Children," Exceptional Children, 33:137-141, November, 1966.

At the beginning of a short course on how to do research, three classes of gifted, high achieving sixth graders were asked to estimate their developmental curves on height, reading speed, size of vocabulary, and curiosity, and to estimate the average for their grade and sex on each of these four variables. They were then taught some of the concepts of historical research and were asked to collect data from witnesses and records and to reestimate their developmental curves and the average for their grade and sex. Self-evaluations of height were initially rather accurate and didn't change significantly. Self-evaluations of the other three variables were initially under-evaluated, but reflected greater accuracy following the experience in historiography.

Werner, E. E. "CPQ Personality Factors of Talented and Underachieving Boys and Girls in Elementary School," Journal of Clinical Psychology, 22:461-464, 1966.

The Children's Personality Questionnaire (CPQ) was administered to 87 talented or underachieving children. The CPQ personality profiles of the talented boys resembled those of creative artists, writers, and research scientists, whereas the profiles of the underachieving boys resembled those of conduct problems and delinquents. The talented girls were found to be more dependent adult-bound, conforming and conscientious; the underachieving girls were more headless, happy-go-lucky, and excitable than the average 8-12 year old girl. The results gave evidence that the CPQ discriminates talent from underachievement in children.

Weyl, Nathaniel. "The Potential Role of the Gifted in Underdeveloped Countries," The Gifted Child Quarterly, 14:29-36, Spring, 1970.

Article dealing with the basic question: "What is the global potential of high intelligence?" It gives particular emphasis to the underdeveloped nations. The author concludes that native intelligence is necessarily concentrated in the ruling element, whether a traditional or revolutionary one.

Whelan, K. T. "A Biographical Information Blank Study of More Creative and Less Creative Occupations." Unpublished Doctoral thesis, Western Reserve University, 1965.

Used a theoretical key of seven scales with the following correlations with creativity:

- 1) (.67) with energy
- 2) (.60) with autonomy
- 3) (.68) with confidence

- 4) (.37) with openness to new experience
- 5) (.13) with preference for complexity
- 6) (.30) with lack of emotional ties
- 7) (.67) with permissive value structure

White, M. Judson. "The Case for Specifically Designed Education for the Gifted," The Gifted Child Quarterly, 14:159-162, Autumn, 1970.

Discussion of problem of providing specifically designed education for the gifted. The author divides the problem into three phases: identification, education, and utilization; implies that much research should be done in this area and leadership should be cultivated.

Wiener, Jean. "Attitudes of Psychologists and Psychometrists Toward Gifted Children and Programs for the Gifted," Exceptional Children, 34:354, January, 1968.

The purposes of the study were to determine the attitudes of school psychologists and psychometrists toward the gifted in California and to indicate whether there are relationships between certain variables and attitudes toward the gifted. The results were: 1) female psychologists and psychometrists were more inclined to favor the gifted than were males; 2) those currently working with the gifted were more inclined to favor them than those who were not working with them; 3) personnel with less than 10 years and more than 20 years of experience favored the gifted more; and 4) there was no relationship between attitude and degrees held, position, age, and salary.

Williams, G. E. "Training Children to be Creative May Have Little Effect on Original Classroom Performance," California Journal of Educational Research, 17-73-79, March, 1956.

"...Unless the traits of creative thinking are taught within a structure of knowledge. Acquisition of knowledge first may have a far more powerful effect on originality than all the creative training procedures devised to date."

Witty, Paul. "The Gifted Child in 1967," The Gifted Child Quarterly, 11:255-262, Winter, 1967.

A look at giftedness in 1967; the scope of the article dealt with terminology, education for the gifted, special provisions creativity, and scholarship.

Wodtke, Kenneth E., and Norman E. Wallen. "Teacher Classroom Control, Pupil Creativity, and Pupil Classroom Behavior," Journal of Experimental Education, 34:59-65, Fall, 1965.

Subjects were 32 fourth and fifth grade boys, 2 high creative and 2 low creative from each of 2 high controlling and 2 low controlling teachers at each grade level, subjects in each group matched for IQ. There is no supportive evidence for the hypothesis that high teacher control as opposed to the low creative. No relation was found between teacher ratings and actual observation records of classroom behavior, but there was a positive correlation with measures of intelligence, no matter what the rating was supposed to measure. This study questions the hypothesis of the greater efficacy of the permissive teacher for the creative without further research.

Yamamoto, Kaoru. "Mental Health, Creative Thinking, and Values," Elementary School Journal, 66:361-367, April, 1966.

Author says that creativity measures the difference between normal mental health and abundant mental health, in the Maslowian sense. Also feels that valuing the diversity creative children present will require a change in the teacher's attitudes.

Yamamoto, Kaoru. "Multiple-Achievement Battery and Repeated Measurement: A Postscript to Three Studies on Creative Thinking," Psychological Reports, 16:362-375, 1965.

Data from the author's three earlier studies on interrelationships among creative thinking, intelligence, and school achievement were re-analyzed applying the assumptions of dependence among subtest score. In three of four analyses, the original findings held up even under this condition.

Yamamoto, Kaoru. "A Note on Fifth-Grade Children's Vocational World and Creative Thinking." The Gifted Child Quarterly, 9:187-191, Winter, 1965.

Study reporting the relationships between children's creative thinking, family background, and vocational aspiration. The evidence seems to suggest that there is no parallel between low creativity and low social class. However, vocational aspirations did correlate highly with the degree of creative potential.

Yamamoto, Kaoru. "Validation of Tests of Creative Thinking: A Review of Some Studies," Exceptional Children, 31:281-290, February, 1965.

A summary of studies related to tests of creative thinking. The author draws several conclusions:

- 1) investigators have not agreed over the type of criterion to be used as identifiers of creativity
- 2) each criterion has its shortcomings
- 3) more validation studies need to be done to establish empirical and conceptual validities of current instruments
- 4) need a definition of what is to be looked for and evaluated.

Yamamoto, Kaoru, and Caroline T. Genovese. "Creativity and Norm Conformity in Fifth Grade Children," Exceptional Children, 32:257-258, December, 1965.

Evidence of a study of 358 fifth grade children was against a clear negative relationship between creativity and group conformity. It is suggested that creative thinking as currently measured, is not so close a correlate of social conformity as generally believed.

Youngs, Richard C., Ethel G. Stein, and Ronald R. Wedekind. "A Team Teaching Summer Program for Gifted Sixth Grade Students," The Gifted Child Quarterly, 14:36-40, Spring, 1970.

Paper dealing with a summer team teaching program at Metcalf Laboratory School at the Illinois State University. It includes a description of the purposes of the program, the philosophy, selection of the children, program operation, findings, impressions, and conclusions.